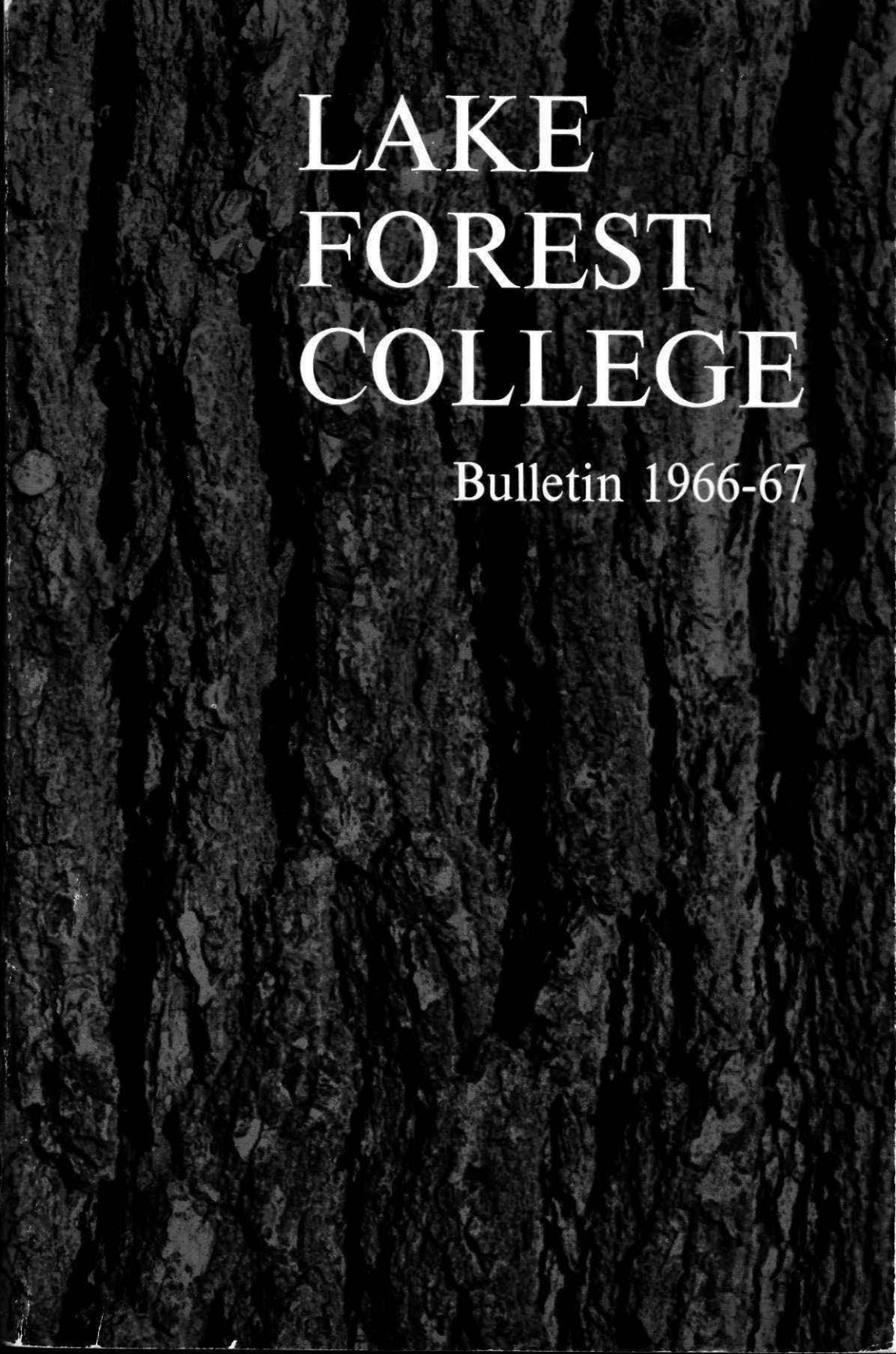
LAKE
FOREST
COLLEGE
Bulletin 1966-67

LAKE FOREST COLLEGE

BULLETIN
FOR 1966–1967

Volume 46, Number 3
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Reading Room

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COLLEGE CALENDAR 1966–67

Fall Term

September	21–22	Wednesday	Conference of faculty
	24–27	Saturday	New student orientation
	26–27	Monday	Registration
	28	Wednesday	Classes begin, 8:30 a.m.
November	3	Thursday	Mid-term grade reports for freshmen due, noon
	24	Thursday	Thanksgiving Day holiday
December	9	Friday	Classes end
	12–15	Monday	Final examinations

Winter Term

January	3	Tuesday	Classes begin, 8:30 a.m.
	7	Saturday	Monday classes meet
February	8	Wednesday	Mid-term grade reports for freshmen due, noon
March	10	Friday	Classes end
	13–17	Monday	Final examinations

Spring Term

March	27	Monday	Classes begin, 8:30 a.m.
May	1	Monday	Mid-term grade reports for freshmen due, noon
	12–13	Friday	Senior major examination
June	2	Friday	Classes end
	5–8	Monday	Final examinations
	9	Friday	Baccalaureate service, 3:30 p.m.
	10	Saturday	Commencement, 10:30 a.m.

Summer Term

June	19	Monday	Registration
	20	Tuesday	First course begins
July	4	Tuesday	Independence Day holiday
	14	Friday	Final examination, first course
	17	Monday	Second course begins
	31–1	Monday	Senior major examination
August	9	Wednesday	Final examination, second course
	10	Thursday	Third course begins
September	1	Friday	Final examination, third course

Fall Term

September	20–21	Wednesday	Conference of faculty
	23–26	Saturday	New student orientation
	25–26	Monday	Registration
	27	Wednesday	Classes begin, 8:30 a.m.
November	2	Thursday	Mid-term grade reports for freshmen due, noon
	23	Thursday	Thanksgiving Day holiday
December	8	Friday	Classes end
	11–14	Monday	Final examinations

September 1966

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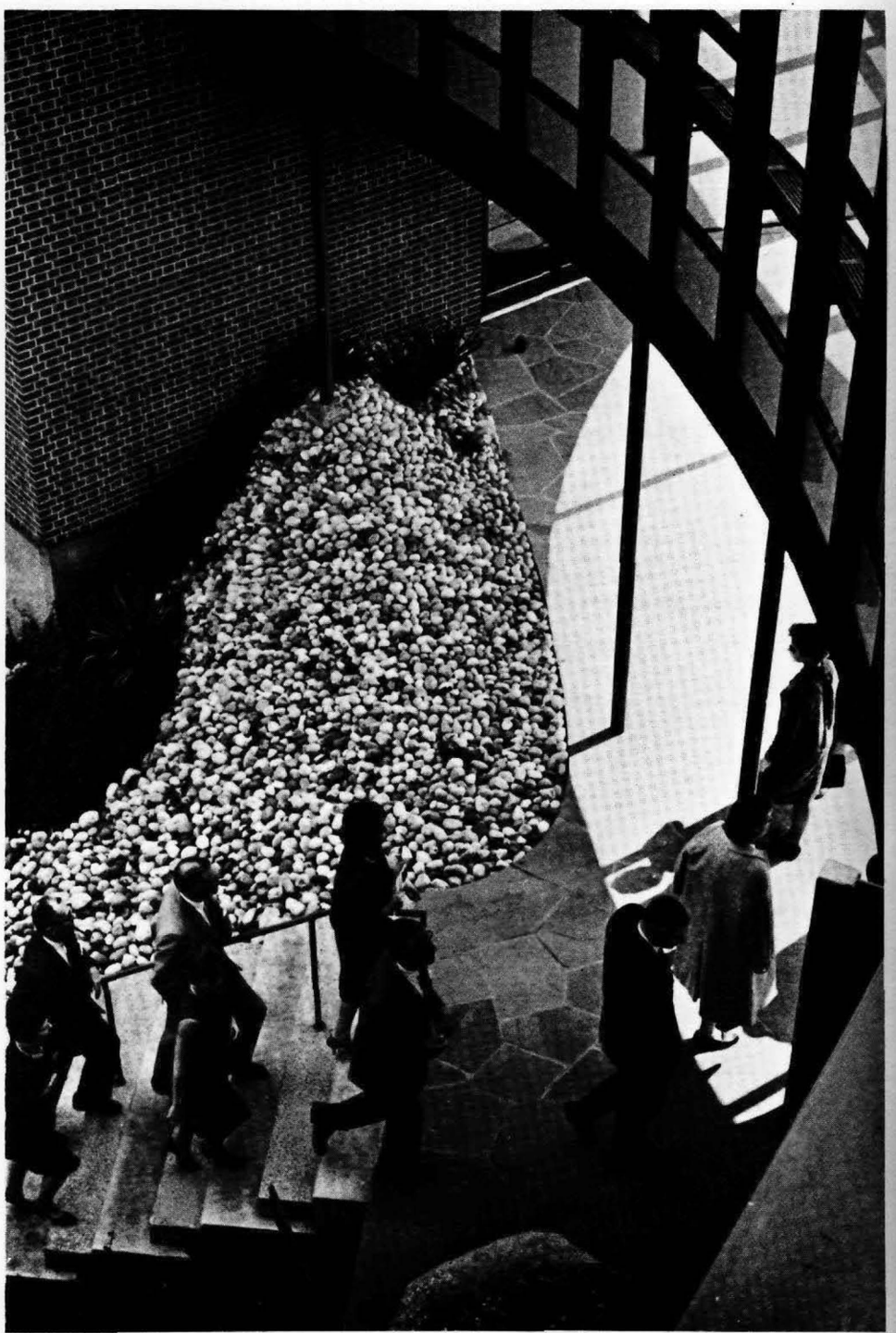
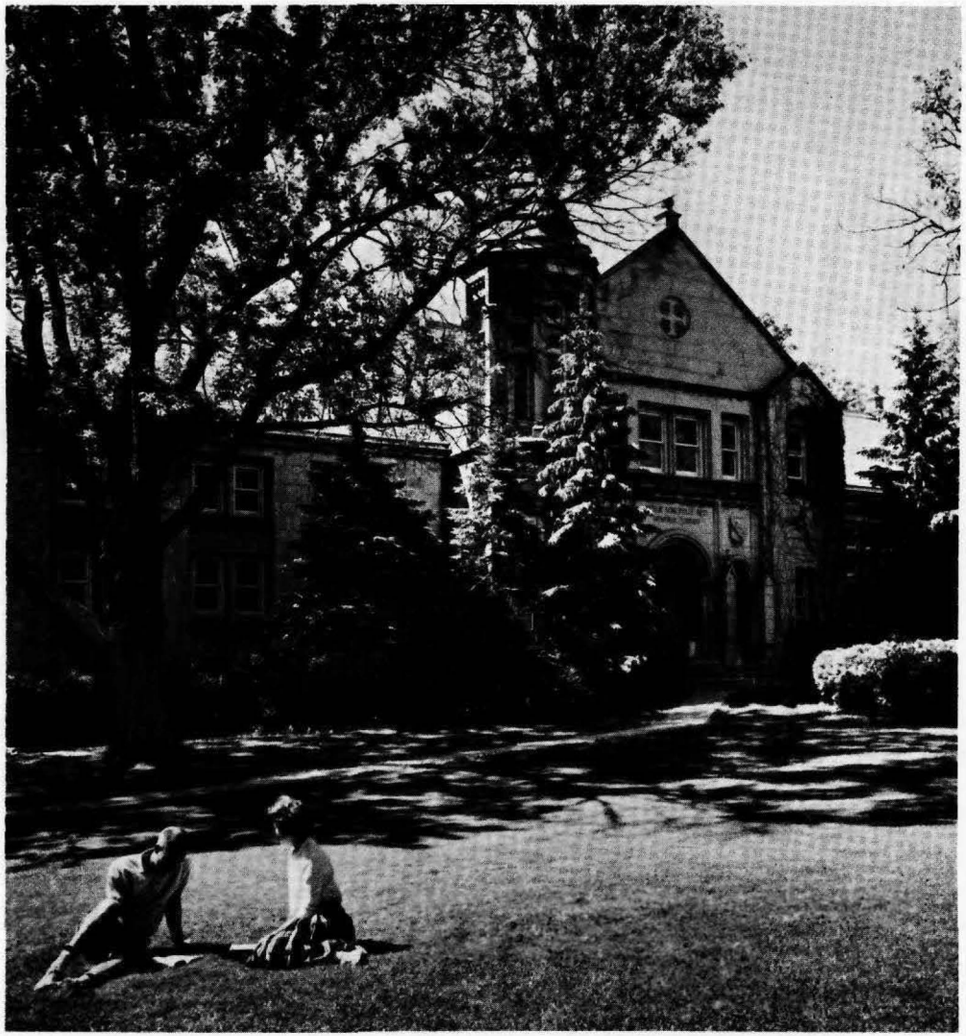


THE PURPOSE OF THE COLLEGE

Lake Forest College supports the principle
that each person is entitled to be
liberally educated to the extent of his ability
and that a democratic society
has an obligation to provide
this kind of education
through private as well as public schools.

Lake Forest College accepts
as its primary purpose
the cultivation of the mind in its ability
to abstract, to judge, and to reason,
so that the student may grow
in understanding, insight, and wisdom.
This kind of education
is intended to create in each student
an intense love of learning
and a high level of competence
in order that self-motivated
and self-directed learning will continue
throughout life.
The College, founded in the Christian tradition,
further believes that education
in the liberal arts and sciences,
pursued in a Christian atmosphere,
is the best preparation for
responsible citizenship.



LAKE FOREST COLLEGE, AN INTRODUCTION

Early explorers knew the area in which Lake Forest College stands today as a ruggedly beautiful region of virgin forests, ravines, and high bluffs overlooking Lake Michigan. In the 1670's, Père Marquette and Louis Joliet visited the region, probably crossing the old "deer path" which today connects the College with the lake and the town of Lake Forest. It is easy to imagine what the pioneers saw three hundred years ago, for the natural beauty of the place has been preserved through the years and remains to delight residents and visitors today.

Lake Forest College occupies a ninety-five acre campus of spacious lawns and fine old trees, criss-crossed by unusual ravines and winding footpaths. It is an integral part of the community of Lake Forest, for town and college were founded together over a century ago and have grown together since. Lake Forest itself is an unusual town. Located only thirty miles north of Chicago on the shore of Lake Michigan, it is something more than a suburb of the metropolis, something more even than a village or small town in the usual sense. A unique, self-contained community of gracious homes and fine educational institutions (two colleges, three private secondary schools, and an outstanding public school system), it is marked on the one hand by an atmosphere of uncluttered country living, and on the other hand by the vitality of the greater Chicago metropolitan area. Both characteristics of the community are important to Lake Forest College. The wooded seclusion provides a relatively quiet academic environment, conducive to the serious pursuit of the life of the mind. And the College's proximity to Chicago enables the entire academic community to participate directly in the cultural, intellectual, social, and economic life of one of the world's great cities.

If today's Lake Forest College community considers the great metropolis a valuable asset, an earlier generation took a rather different view of the matter. Indeed, the wooded heights of the North Shore appealed to the College's founders precisely because the area provided an environment in which young men and women could be educated "far removed from the temptations and distractions of the city." Apparently the lure of the city was strong from the earliest days of the College, however, for a favorite undergraduate diversion in the nineteenth century was an all-night trek, on moonlit nights, from the campus to the city. Today's undergraduates, if they are so inclined, may still walk to Chicago along Sheridan Road; most of them prefer to use the Chicago & North Western Railway's hourly service to the center of the city, or the expressways, which deliver them downtown in forty minutes. The University of Chicago, Northwestern University, the American Conservatory, and the Art Institute are but

a few of the neighboring institutions of higher education. Their libraries, together with the great Chicago Public Library and the superb Newberry Library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

For the North Shore area, Lake Forest College is a community cultural center, offering extra-curricular seminars, lectures, concerts, films, art exhibits, and discussions to residents of the community as well as to students and faculty. Recent lecturers sponsored by the College include Ralph Henry Gabriel, Hans J. Morgenthau, Hannah Arendt, Morris Carnovsky, B. F. Skinner, Bruno Bettelheim, Helmut Thielicke, Arnold Toynbee, Paul Tillich, Adlai Stevenson, Peter Viereck, Germaine Brée, and Aldous Huxley. College conferences in recent years have dealt with such timely topics as Latin America, the culture of Scandinavia, race relations in the United States, and modern India. An annual faculty lecture series affords the community opportunities to learn of the most recent developments in a wide variety of scholarly fields.

The Chicago Symphony Orchestra, the Lyric Opera, Ravinia, the Goodman Theatre, and the Art Institute are only a few of the many cultural organizations that make Chicago a great national center for music and art. Lake Forest College students have numerous opportunities to share in this wealth of enjoyment, and a Student Cultural Events Committee provides undergraduates with inexpensive or complimentary tickets, together with low cost transportation to and from the city. In the field of science, students avail themselves of the Museum of Science and Industry, the Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and the Argonne National Laboratory. In short, Lake Forest College students may engage in almost unlimited educational explorations, on campus and off, among facilities comparing favorably with those of any small liberal arts college in the country. Moreover, the city of Milwaukee, only sixty miles north of Lake Forest, offers additional facilities of interest.

History of the College

Early in 1856, a group of "New School" Presbyterians gathered in Chicago's Second Presbyterian Church to discuss the idea of founding an educational institution of excellence in the rapidly growing Northwest. Merchants, bankers, lawyers, railroad men, these pioneers had participated actively in the building of Chicago. Now they looked north of the city for a site on which to build fine homes and educational institutions for their children. According to tradition, several of them one day rode out on the train from Chicago to Waukegan and persuaded the conductor to let them disembark at a particularly wooded area along the way. Strolling down a deer path toward the lake, they came upon an area of bluffs and ravines, whereupon they exclaimed in unison "This is the spot!" Unfortunately, the great Chicago fire of 1871 destroyed many of the early records of Lake Forest College, so that much of what we know of those pioneer times comes from hearsay and recollections.

Sometime in 1856 the group formally organized as the Lake Forest Association and purchased some thirteen hundred acres of wooded land along the lake shore, immediately reserving sixty-two acres as the campus for a future university. On February 13, 1857, the legislature of the State of Illinois granted a charter to the trustees of "Lind University" (the name derived from Mr. Sylvester Lind, one of the founders) and to a supporting

community to be called Lake Forest. The charter stipulated that the institution should consist of "schools of every description and grade, together with a college and seminaries or departments devoted to instruction in Theology, Law, Medicine, General or particular Sciences and Literature or the (Liberal) Arts." Although Lind University opened its doors in 1861, the Civil War immediately interfered and ultimately forced it to suspend instruction. Shortly after the war, the name was changed to Lake Forest University, which remained the corporate designation of the College until 1965. In September, 1965, the name was changed to Lake Forest College.

Operating under the university charter, Lake Forest Academy managed to survive the war as a men's preparatory school, to be joined in 1869 by Ferry Hall, a similar school for young ladies (both schools were separated from the College in 1925 and now pursue independent courses). But the College was unable to resume instruction until the fall of 1876, when a class of eight men and four women was admitted. Even at that relatively late date, the College was one of the first coeducational institutions in the United States. By 1878 classes were meeting in the newly constructed College Hall, and Lake Forest College had become a permanent, modern institution of higher education.

Since that time the College has grown and prospered, fulfilling the expectations of its founders. In the decade of the 1890's an ambitious building program greatly expanded the College's physical facilities, while the faculty was strengthened with the initial endowment of the William Bross, Jacob Beidler, and D. K. Pearsons professorships. To mark its Centennial Anniversary celebration, the College in 1957 embarked upon a new program to expand the physical facilities and further strengthen the faculty. In 1962 the Ford Foundation awarded Lake Forest College a challenge grant, enabling the College to achieve many of the objectives of its "Design for the Second Century." A new library, a modern science center, extensive new dormitory facilities, additions to the Commons, and other improvements help the College keep pace with the demanding requirements of modern higher education. An overseas program now operates Lake Forest College Fall Terms in Madrid and Dijon, staffed by distinguished faculties of Spanish and French scholars.

Lake Forest College continues its historic affiliation with the Presbyterian Church, maintaining an active membership in the Presbyterian College Union and a working relationship with the Board of Christian Education of the United Presbyterian Church in the United States of America. On the other hand, the College is not sectarian in its teaching and it welcomes a variety of philosophical and religious points of view. Courses in religion are offered as part of the curriculum, and each student completes one course in religion as a part of his program of courses leading to graduation. A Religious Activities Federation includes the United Campus Christian Fellowship, the Canterbury Club, the Roman Catholic Guild, the Jewish Activities Group, the Christian Science Club, the Lutheran Students Association and all other religious organizations on campus. It plans religious events of interest and concern to the entire academic community.

College convocations and chapel services are held in the First Presbyterian Church of Lake Forest, where the Chaplain, members of the faculty, students, and distinguished visiting ministers and lecturers speak.

The Academic Community

Lake Forest College is fully accredited by the North Central Association of Colleges and Secondary Schools. It holds membership in the leading educational associations and provides basic preparation for all graduate and professional schools. The Lake Forest College chapter of Phi Beta Kappa is Theta of Illinois.

An early account of the College's founding notes that "Professors, and very excellent ones, were lured by good salaries and the hope of founding a new institution of learning in the prosperous West." Lake Forest College has always believed that the quality of a college is measured by the strength of its faculty. The American Association of University Professors ranks Lake Forest in salary schedules at the top of the universities and colleges in the nation. Bricks and mortar, books and classrooms, equipment and endowment are important to a college only insofar as they contribute to the meaning of the relationship which develops between the student and the teacher. At Lake Forest the lecture, the discussion, the seminar, the colloquium, the tutorial, and the independent study project are all used in the teaching program. Because the discussion method and thoughtful criticism of student papers and research take much time and effort, the College grants its faculty a relatively light teaching load. Since the College has no graduate schools, students are never taught by graduate assistants or graduate fellows. The faculty is youthful, dynamic, and deeply committed to offering the best teaching that is within them. An informal, yet demanding, association exists between the student and his professor.

Undergraduates at Lake Forest College fall into no distinct type or category. The College seeks a diverse student body (numbering 1,250 students) and cherishes its tradition of bringing together from all sections of the United States a democratic community of students and scholars. Of last year's freshman class, twenty-six percent came from the North Central states and seventy-four percent from the rest of the United States and other nations. In an ordinary year more than forty states and twelve foreign countries are represented in the student body. Usually, some sixty-five percent of each year's freshmen are graduates of public schools, while thirty-five percent enter from independent schools. But the diversity of the College community is more than the geographic and previous educational background of its students.

An undergraduate at Lake Forest is accepted for what he is, not for who he is. Students from the entire socio-economic spectrum of American society are members of the College and all have an equal opportunity to enjoy the richness of the educational program. Lake Forest College unequivocally selects students without regard to racial background, religious affiliation, or national origin.

Both in the classroom and out of it, Lake Forest College students are encouraged to express ideas openly and to share a wide variety of opinion. The various campus organizations find strength in the diverse backgrounds and experiences of their membership. In the relations of undergraduates with each other and their faculty, the College tries to encourage a degree of responsible democracy greater than that found in American society generally.

About one-third of the students hold jobs during their college years, and virtually all are employed during vacations. Due to increased scholarship and loan funds and new employment opportunities on campus, the number

who can truly state that they are "working their way through" has risen steadily. It is the expressed desire of the College that no qualified student should be denied the opportunity of a Lake Forest education because of lack of funds.

The Campus

Divided into three academic areas, plus athletic fields, the Lake Forest College campus extends along Sheridan Road in Lake Forest, a few blocks west of Lake Michigan and east of the town center. North Campus includes Durand Institute, a classroom building, and several residence halls for women. Middle Campus contains the College libraries, the administrative buildings, and most of the instructional facilities. South Campus is chiefly residential, although it will include new fine arts and sports centers as well. College athletic fields are either on the South Campus or adjacent to it.

The combined book value of the Lake Forest College plant and endowment is approximately $15,000,000.

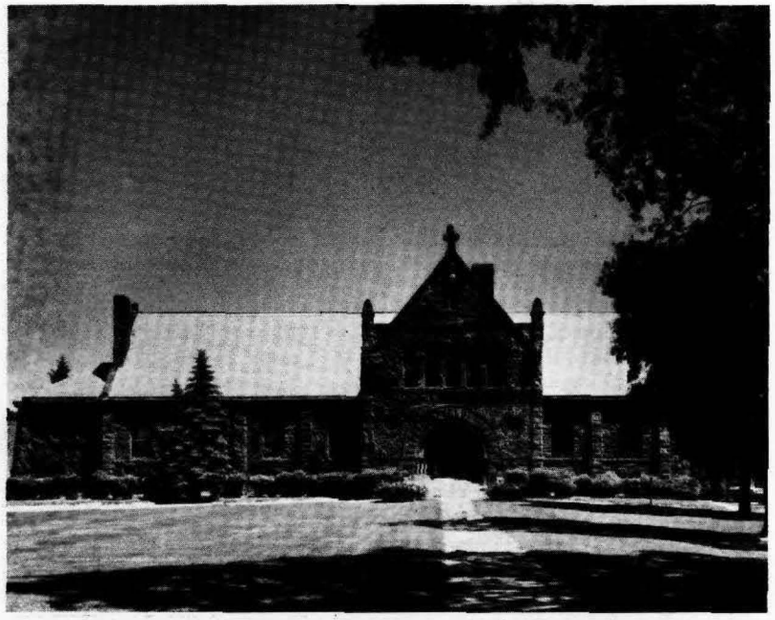
DONNELLEY LIBRARY. Opened in 1964, this modern glass and brick structure is a striking addition to Middle Campus. It contains the College's main collection of books and periodicals (approximately 86,000 bound volumes). Government documents, for which Lake Forest College is an authorized depository, are maintained here, as is an extensive and growing collection of materials in microform. In anticipation of future acquisitions, the Donnelley Library has a total capacity of 250,000 volumes and will accommodate some 600 readers. About eighty percent of the reader space is devoted to individual carrels and seating, and a night study is maintained for student use after regular library hours. At present, the two upper levels are used exclusively for library facilities, while the lower level contains offices and classrooms for the Departments of Economics, Government, History, and Sociology and Anthropology. Ultimately, the entire building will be used for library purposes.

Through the years the College has received several valuable collections of fine books. The Leverton Collection of Drama, the gift of Mr. Garrett Leverton, former member of the faculty, contains 3,300 volumes in the fields of drama and the theatre, including a number of first editions and typescripts. The Alfred E. Hamill Library includes 6,300 volumes of Mr. Hamill's personal collection of fine editions and unusual bindings. The collection features the fine arts and English literature. A number of rare and unusual books are contained in the library's Treasure Room.

FREEMAN LIBRARY. A special library for books and journals in the natural sciences and mathematics was opened in 1962. Part of the Ernest A. Johnson Memorial Science Center, the library is the gift of Mrs. Freeman in memory of her husband, Dr. Thomas Oscar Freeman. Designed by Perkins & Will, the Freeman Library is a graceful and unusual circular building of glass, steel, and wood.

ARTHUR SOMERVILLE REID LIBRARY. Until 1965, this building was the main College library. It has been converted into offices and classrooms for the Departments of Philosophy, Religion, and Education. A gift from Mrs. Simon Reid, member of a pioneer Lake Forest family, the building is a free adaptation of English university architecture.

LILY REID HOLT MEMORIAL CHAPEL. Connected to the Reid Library building by a cloister, the College Chapel is distinguished by its graceful tower and large Gothic vaulted hall. With its companion building, it was constructed in 1899. Holt Chapel is used for religious services of small groups and other meetings.



Durand Institute

DURAND INSTITUTE. Perhaps the most distinctive building on campus is Durand Institute, constructed in 1891 as an art institute for the College and the North Shore area. A gift of Mr. Henry Clay Durand, the building is an excellent example of Romanesque revival architecture, done in Lake Superior brownstone. The impressive doorway was designed by a co-worker of Louis Sullivan, and the entire building clearly reflects the influence of another great American architect, Henry Hobson Richardson. The Institute today houses the Department of English and the Garrick Players, the College theatre group.

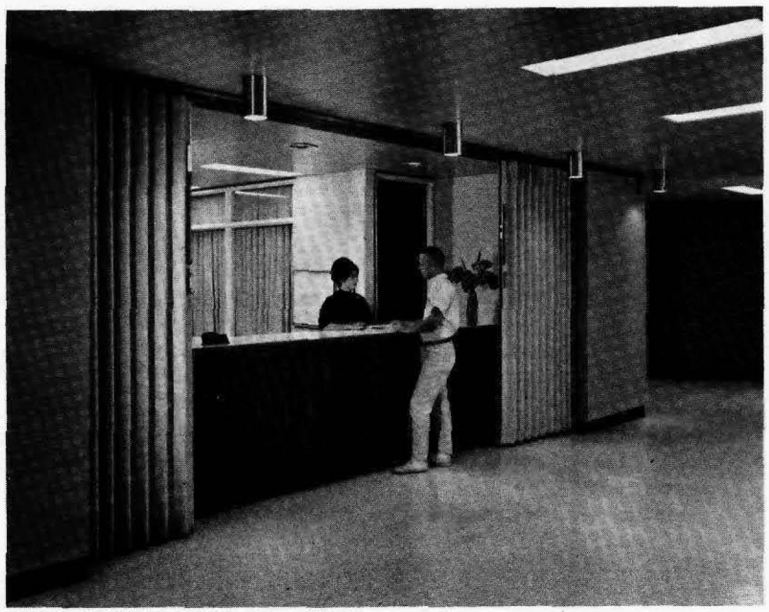
COLLEGE HALL. Built in 1878 as a gift from the Charles B. Farwell family, College Hall is today the oldest building on the Lake Forest campus. An imposing gray brick structure, it has served the College in many uses over the years. Today it is primarily a classroom building, although the lower levels also contain such student activities as publications, the on-campus and off-campus Cultural Activities Office, and the Lake Forest College Tutorial Program for underprivileged children in the greater Chicago and Waukegan areas.

NORTH HALL. Similar in design and structure to College Hall, North Hall today houses most of the College's administrative facilities, including the Office of the President. Constructed in 1880, it was also a gift of the Farwell family.

ERNEST A. JOHNSON MEMORIAL SCIENCE CENTER. Named for the ninth president of Lake Forest College, this imposing collection of three connected buildings was completed in 1962. The Center consists of a laboratory and lecture building, a classroom building, and the Freeman Science Library. It houses the Departments of Biology, Chemistry, Mathematics, Physics, and Psychology, and is equipped with the most modern laboratory and research facilities, including a complete science shop and special areas for radioactive studies. The Center also houses the Robert R. McCormick Auditorium, seating two hundred persons and used for academic and public lectures and films.

FIELD RESEARCH AREAS. The College maintains two field research areas for teaching and research in ecological studies. A fifteen acre site in West Lake Forest is the gift of Mr. James R. Getz, a trustee of the College. Nine acres on the Des Plaines River are held by the College on long-term lease from Nature Conservancy.

DURAND COMMONS. The older part of Durand Commons was built in 1907 and named for Calvin Durand. A copy of an English university commons, the building houses student lounges, a coffee shop, a faculty lounge and the College bookstore. A modern addition to the building, completed in 1962, furnishes dining facilities for all students, as well as meeting rooms, bowling alleys, and other recreational facilities.



Durand Commons

PATTERSON LODGE. Built in 1879 as the President's House, Patterson Lodge today serves as the College Admissions Office.

OLD NORTH GYM. Brownstone, massive walls, and quaint turrets distinguish this building, which dates back to 1890. It is used today for women's physical education.

CARNEGIE HALL. Originally constructed in 1907 as the College's science building, this red brick structure is now used as a foreign language center. The College maintains here a modern language laboratory and complete facilities for the teaching of French, German, Greek, Latin, Russian, and Spanish.

ALUMNI MEMORIAL FIELD HOUSE. Alumni and friends of the College contributed the funds for the construction of the Field House in 1950. It stands as a memorial to graduates of Lake Forest College who died in the military service of their country. It will be converted into an indoor ice rink and a new sports center will be constructed next to it during the academic year, 1966–67. It will contain basketball, handball, and squash courts, a swimming pool, athletic staff offices, and a new health center to serve the students.

LOIS DURAND HALL. A women's residence hall on North Campus, this building was constructed in 1898 to honor the mother of Mr. Henry Clay Durand. With Gothic features and Renaissance architectural details, it has been described as "a quaint irregularity." Certainly it is a stately and charming residence building.

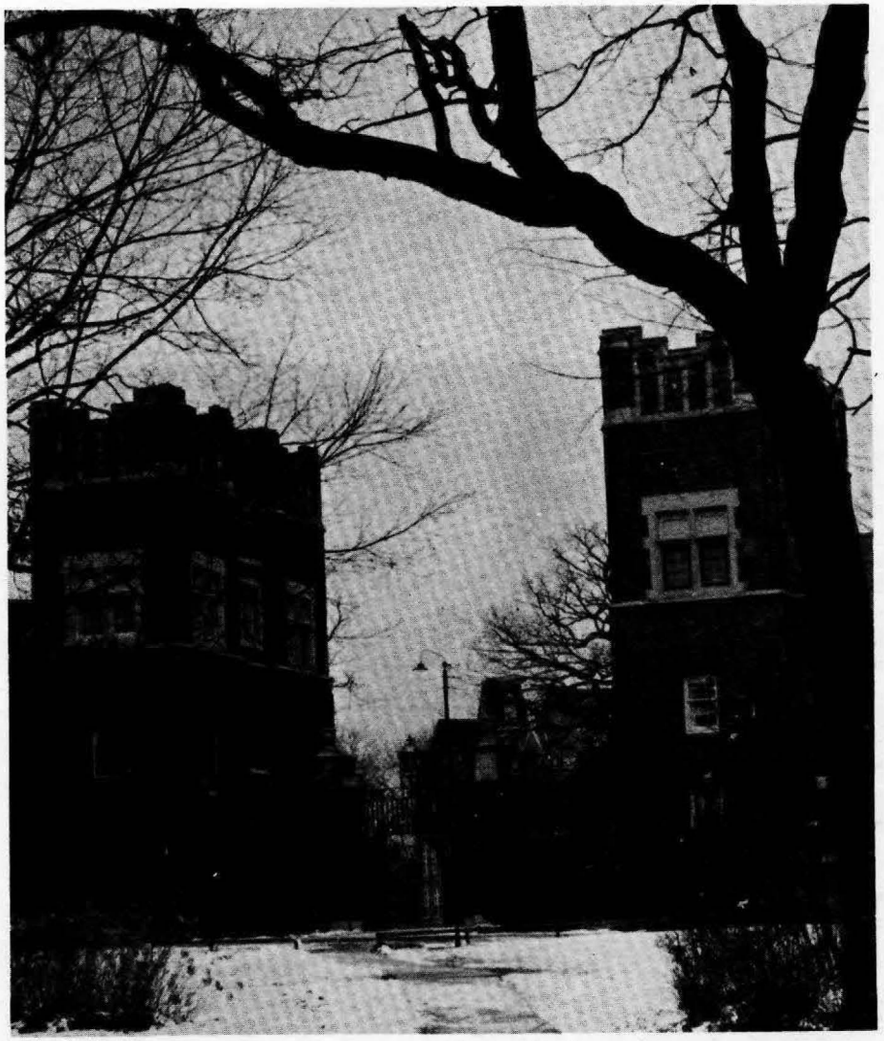
HARLAN AND BLACKSTONE HALLS. Now used primarily as freshman men's residence halls, these two buildings add a "collegiate Gothic" flavor to Middle Campus. They were constructed in 1907 and enlarged in 1946 and 1962.

BRADLEY LODGE. Presently a men's residence on North Campus, this English provincial structure was built in 1927 as the nurses' home for the old Lake Forest Hospital.

NEW DORMITORIES. Deerpath Hall on North Campus is a modern residence hall for freshman women. Four new residence halls on South Campus, Gregory, Nollen, McClure and Roberts, each consist of two wings, housing sixty students per wing.

FINE ARTS CENTER. Projected for construction on South Campus is a fine arts center. Designed by Mr. Edward L. Barnes of New York, the center will contain an auditorium and a theatre, as well as complete, modern facilities for instruction in art, drama, and music.

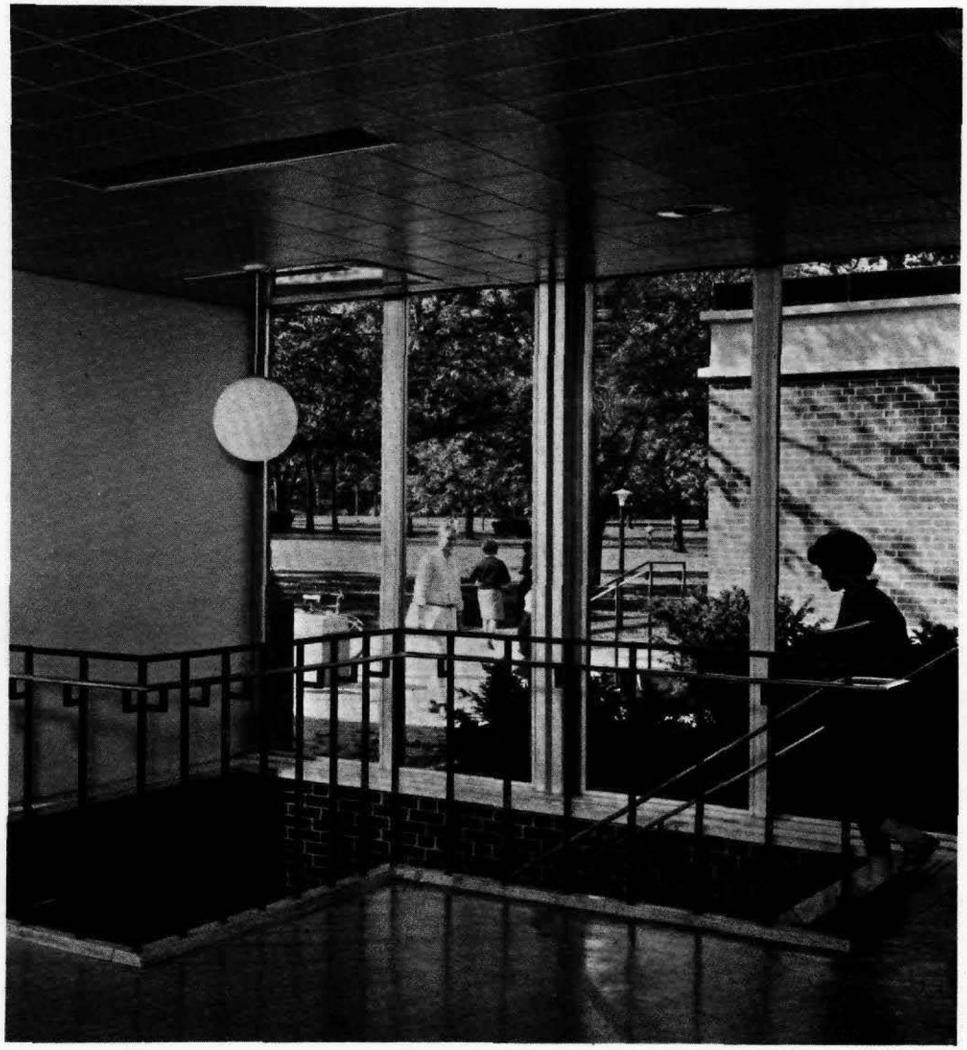
FACULTY HOUSING. Many of the faculty make their homes on the campus. The President's house, built in 1961, is the scene of numerous receptions and meetings for students, faculty, alumni, and parents.



Blackstone and Harlan Halls

The Presidents of Lake Forest College

Robert W. Patterson.....1875–1877
Daniel S. Gregory 1878–1886
William C. Roberts 1886–1892
John Merle Coulter.....1893–1896
James G. K. McClure 1897–1901
Richard Davenport Harlan 1901–1906
John Scholte Nollen.....1907–1917
Herbert McComb Moore.....1920–1942
Ernest A. Johnson 1942–1959
William Graham Cole 1960–



ADMISSION, EXPENSES AND FINANCIAL AID

Freshman Admission

The decision by Lake Forest College to limit enrollment to 1,250 students during the next decade will mean an increasingly selective admissions policy because of the expected rise in the number of applications each year. Lake Forest made the decision to remain small with the full knowledge that both the numbers and percentage of students going to college are rapidly increasing; but it is the philosophy of the College that for some students, a small and informal college can best serve as an introduction to the world of ideas. In its selection process, therefore, the College is primarily concerned with choosing students with aptitude, wide-ranging intellectual curiosity, and proved academic achievement. It is the desire of the College that its students represent wide geographic distribution as well as the racial, religious, socio-economic, and extracurricular diversity so necessary to the educational vitality of a liberal arts college. *The College considers candidates for admission without regard for racial background, religion, or national origin.*

Candidates for Admission to Lake Forest College are required to submit the following documents:

1. *The Application for Admission.* This form will be sent to interested students on request and should be completed and returned to the Director of Admissions along with *two* identification photographs and a non-refundable $10 application fee payable to Lake Forest College.

2. *Secondary School Transcript.* A special form attached to the Application for Admission should be given to the appropriate secondary school personnel for completion and forwarding to the Director of Admissions. The form includes space for the secondary school's recommendation. Although other recommendations will be considered if submitted, the candidate need not file supplementary recommendations by teachers or friends.

Although no formal course requirements for entrance exist, candidates are urged to present four years of English, at least three years of mathematics, and three years of one foreign language and of history; and one or two years of work in the natural sciences. All candidates are encouraged to take as much accelerated course work as possible including formal Advanced Placement offerings.

3. *College Board Examinations.* Lake Forest College *requires* all candidates for admission to present the results of the Scholastic Aptitude Test (S.A.T.) of the College Entrance Examination Board. The S.A.T. should be taken no later than March of the senior year and candidates are encour-

aged to take the tests in May of their junior year and/or December or January of their senior year in secondary school. Lake Forest College candidates are *required* to present three achievement tests of the CEEB, one of which must be the English Composition Test. The results of the Achievement Tests are used for admission, and guidance and placement purposes. Although candidates are expected to show a high level of aptitude and achievement, no formal cut-off score exists at Lake Forest College; and students with modest (below 500) scores will not automatically be denied admission.

An interview is not required, but the Admissions Committee prefers that every candidate have an interview with a member of the admissions staff or an authorized representative. Candidates are encouraged to visit the campus to talk with one of the Admissions officers but are requested to make an appointment in advance of the visit. The office is regularly open from 8:30 to 12:00 and 1:00 to 5:00 Monday through Friday. Appointments may also be made for Saturday mornings during the academic year.

4. *Medical Examination.* After admission to the College, all students must submit the results of a medical examination which includes certain laboratory results. The examining physician must certify that the student is in good health. A smallpox vaccination within the past five years and a chest X-ray or skin test for tuberculosis within the past year are required.

Early Decision

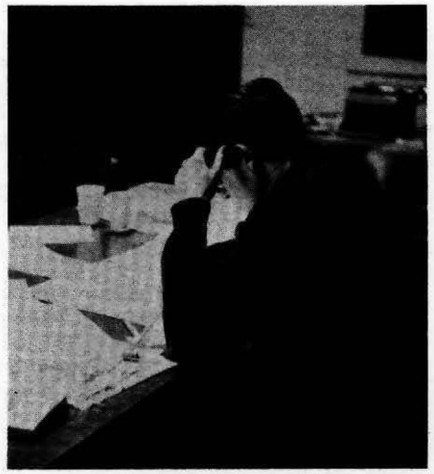
Lake Forest College will grant an early decision to those candidates who have submitted all the necessary credentials and who have definitely decided that Lake Forest is the college of their choice. Admission decisions for these candidates are announced two weeks after the student's credentials are complete. The full details concerning the Early Decision Program are contained on the application for admission.

All other candidates for autumn admission will be notified on March 16 as to their acceptability.

Transfer Admission

Students may be admitted to Lake Forest College with advanced standing if satisfactory secondary school and collegiate records have been achieved. Transfer candidates are required to submit not only the application for admission and the results of the S.A.T., but also transcripts of all secondary school and college work undertaken. An applicant must have at least an overall *C* average or its equivalent and be eligible to return to his previous institution or, if the candidate is not eligible to return to his former college or university, at least two academic terms must have elapsed before consideration can be given.

Although a few transfer candidates are admitted at the beginning of the winter and spring terms, most students are expected to start at Lake Forest College in September. Transfer applications should be filed not later than July 1 for fall entrance.



Junior College Graduates

Graduates of accredited junior colleges, if admitted to Lake Forest College, will be given junior standing provided that academic credit totaling at least sixty semester hours, or the equivalent, of *C* work, exclusive of physical education, was achieved for the junior college diploma (no work of *D* quality is accepted in transfer). A special publication concerning junior college graduates is available upon request.

Financial Aid

Lake Forest College has increased its financial aid budget substantially in the last six years, and it is the earnest desire of the College that no student, otherwise qualified, be prevented from attending because of financial limitations. All that is possible will be done to ensure that every worthy student has the opportunity to attend a private liberal arts college.

In effect, all Lake Forest College undergraduates receive financial aid, as tuition paid by the student does not cover the total cost of his education. Admission to Lake Forest, therefore, carries a substantial financial aid award. Such an award is made possible by the many contributions to the College by alumni, friends (both independent and institutional), and the Presbyterian Church.

An application for financial aid does *not* hinder a student's application for admission. Even when it is not possible to grant financial aid, admission may be granted; and each year some rejected financial aid applicants find additional money available to attend Lake Forest.

Financial aid at Lake Forest College is awarded for a one-year period only. If the student's need remains the same, however, and if he achieves well scholastically, his financial aid award is renewed each year. In the upperclass years, however, students can expect that the gift dollars will be reduced slightly each year, while the loan money will be increased by an equal amount.

While junior college graduates are eligible for financial aid awards during their first year at Lake Forest College, other transfer students may not be granted an award until after enrollment of one full academic year at Lake Forest College.

Lake Forest College participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. *Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need.* The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by March 1, designating Lake Forest College as a recipient. The PCS form may be obtained from a secondary school or the College Scholarship Services, P. O. Box 176, Princeton, New Jersey 08540, or P. O. Box 1025, Berkeley, California 94704.

In addition a student is required to submit a supplementary financial aid document which will be sent when Lake Forest College receives the CSS form from the processing center. This form should be completed by the applicant and returned to the Director of Admissions.

Lake Forest College is also a signatory member of the College Compact on Financial Aid detailing desirable practices of financial aid programs.

The difference between the total resources available to the student and the cost of his education represents his need. From the Parents' Confidential Statement, the College calculates the total resources available by estimating the contribution from three categories:

1. The parents or guardians: This figure is derived from standardized income tables with the necessary adjustments made for other dependents, unusual medical expenses, future earning power, other educational costs, savings, and resident equity.
2. The student: The College assumes, unless there are unusual circumstances, that the applicant for financial aid will have saved at least $300 toward college expenses and that the student's work in the summer between high school and college will net an additional $300 to $400.
3. Outside Funds: Candidates for financial aid are strongly encouraged to look for financial assistance from funds of outside organizations. National Merit Scholarships, National Presbyterian College Scholarships, and Illinois State Scholarships offer financial assistance; and there are many local and national supplementary scholarships available to qualified applicants. If a student receives an award from outside the College after receiving a Lake Forest College award, the College will reduce its award by an amount not greater than, and usually slightly less than, the outside award.

The College adds together the available funds from these three sources of income and the total is taken from the fixed costs and estimated personal and travel expenses (see pages 26–30 for details concerning cost, form of payment, and refunds). Lake Forest College will then endeavor to award the difference through a combination aid program of gift, loan, and job.

Gifts

In the 1966–67 academic year, the Board of Trustees has authorized a total of $90,000 for freshman gift financial aid. Most of the students who qualify for financial aid can expect much of their need to be met by gift scholarship dollars.

Loans

Lake Forest College makes referral to various state lending authorities for long-term, post-graduation repayment type loans. The College also has an arrangement with United Student Aid Funds, Inc., whereby the College acts as guarantor for loans from banks in the applicant's geographic area. The maximum interest rate on such loans is six per cent simple interest computed from the date of the loan.

The College also participates in the National Defense Educational Act program and consequently is able to lend funds directly to worthy and needy students. The interest on NDEA loans is less than that of other programs and provides for partial amortization of the loan for students who go into public school teaching at the rate of ten per cent per year of full-term employment up to a maximum of five years.

Short-term Loans: Lake Forest College has available several loan funds that permit students to borrow small amounts ($250 or less) for a short time (up to 90 days).

Educational Opportunity Grants

The College is a participant in the Educational Opportunity Grant program under the Higher Education Act of 1965. Basically this program provides for financial support of deserving but very impoverished students. Details may be obtained from the Financial Aid office of the College.

Part Time Employment

Most student employment is in the dining hall, various academic offices, the library, and the residence halls, with rates varying between 75 cents and $1.25 per hour.

In addition to on-campus employment, numerous opportunities exist off campus. While less convenient in time and distance, pay rates are somewhat higher. Students assigned to work on campus may take additional work off campus if they wish. Student earnings of $200 to $300 are possible during the freshman year without serious academic interference, and many upperclassmen earn from $200 to $500 during the academic year.

The College participates in the work-study program authorized under the Higher Education Act of 1965. Students will be notified of their eligibility for the program at the time they file application for financial aid. The provisions of the program are such that students not on financial aid have virtually no opportunity for participation in the program.

LFC libraries employ students part-time.

Expenses

Resident Students
Comprehensive Fee $2700.00
Non-Resident Students
Tuition 1650.00
(Health insurance optional—$50.00)
Part-Time Students
One Course 200.00
Two Courses 375.00
Auditing Students
Per course (when student is not full time) . . . one-half charge for credit.

The College reserves the right to change charges as occasion demands. All resident students are required to pay the Comprehensive Fee (room and board).

SCHEDULE OF PAYMENTS

Entering First Term

Resident		*Non-Resident*	
By September 15, 1966 ..	$1290.00	By September 15, 1966 ..	$ 570.00
By December 28, 1966 ..	705.00	(Health insurance, if desired—$50.00)	
By March 15, 1967	705.00	By December 28, 1966 ..	540.00
		By March 15, 1967	540.00
TOTAL	$2700.00	TOTAL	$1650.00

Entering Second Term

Resident		*Non-Resident*	
By December 28, 1966 ..	$1100.00	By December 28, 1966 ..	$ 560.00
By March 15, 1967	710.00	(Health Insurance, if desired—$35.00)	
		By March 15, 1967	540.00
TOTAL	$1810.00	TOTAL	$1100.00

Entering Third Term

Resident		*Non-Resident*	
By March 15, 1967	$905.00	By March 15, 1967	$550.00
		(Health Insurance, if desired—$20.00)	
TOTAL	$905.00	By March 15, 1967	$550.00

NEW students may deduct the $100 admission deposit (due August 1, 1966) from the first payment (due September 15, 1966). Returning students may deduct the $50 room deposit. Deposits are not refundable after July 1.

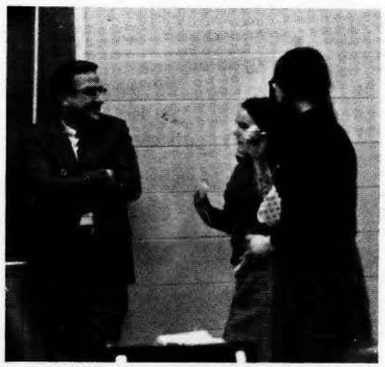
The Board of Trustees has specified that *all* tuition and fees are due on the dates indicated above. Any other arrangements must be made *prior* to such dates. *No student will be permitted to enter a dormitory or class unless the account is cleared.* Students without a meal ticket will be required to pay cash for their meals from the first meal on campus. These cash payments will not be refunded.

Two basic payment procedures are used:

One .....Full payment by the dates shown above.
Two .....Payments monthly by use of Education Funds, Inc., or Insured Tuition. If you do not have descriptive literature on these plans, please write to the Business Office.

Lake Forest College has some student loan funds available—students interested in loans should see or write the Dean of Students 30 days before needing the funds.

Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.



The College Choir

SPECIAL CHARGES

APPLICATION FEE (to be paid only once)	$10.00
LATE REGISTRATION	5.00
For failure to register or complete registration on the designated days.	
CHANGE IN REGISTRATION	3.00
For each change in registration made after classes begin.	
CHANGE IN ROOM ASSIGNMENT	5.00
For a change in room assignment made after classes begin.	
SPECIAL EXAMINATIONS	7.50
For each condition or special final examination, unless excused.	
EXAMINATION FOR CREDIT—Same as course for credit.	
Music—Voice, Violin, Piano or Organ	
Private Instruction	
One half-hour lesson a week .....10 lessons per term	40.00
(This rate applies only to full-time students of the College.)	
One half-hour lesson .....per term	7.50
(This rate applies to part-time students for credit or non-credit and to full time students who take fewer than *10 lessons per term*)	
Practice Room	
Organ—One hour per day .....per term	17.00
SENIOR CLASS DUES	14.00
(This is the amount for 1965–66. The senior class sets the dues each year.)	

WITHDRAWALS

The educational services and activities of the College are planned on the basis of anticipated income for the academic year. It is assumed that students who enroll will remain throughout the current term. In cases where students find it necessary to withdraw during a term, only a portion of the term charges can be refunded.

Rooms are rented on a yearly basis only and no refunds are made. The application fee and admission deposits paid by new students are not refundable.

Non-attendance at classes or moving from the dormitory does not constitute withdrawal and the last date of class attendance is not the termination date used in adjusting charges. Official withdrawal, which determines the termination date used in assessing charges, is dated from the time the proper withdrawal form is signed in the Office of the Dean of Students.

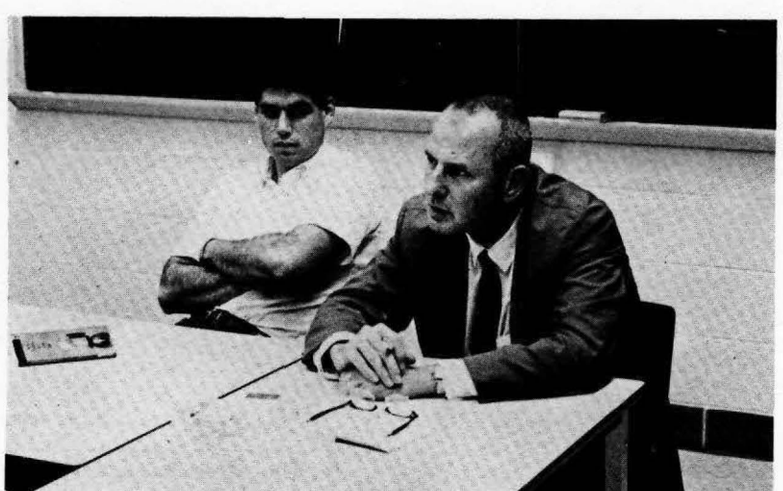
The first Saturday after the opening of classes in each term marks the end of the first week.

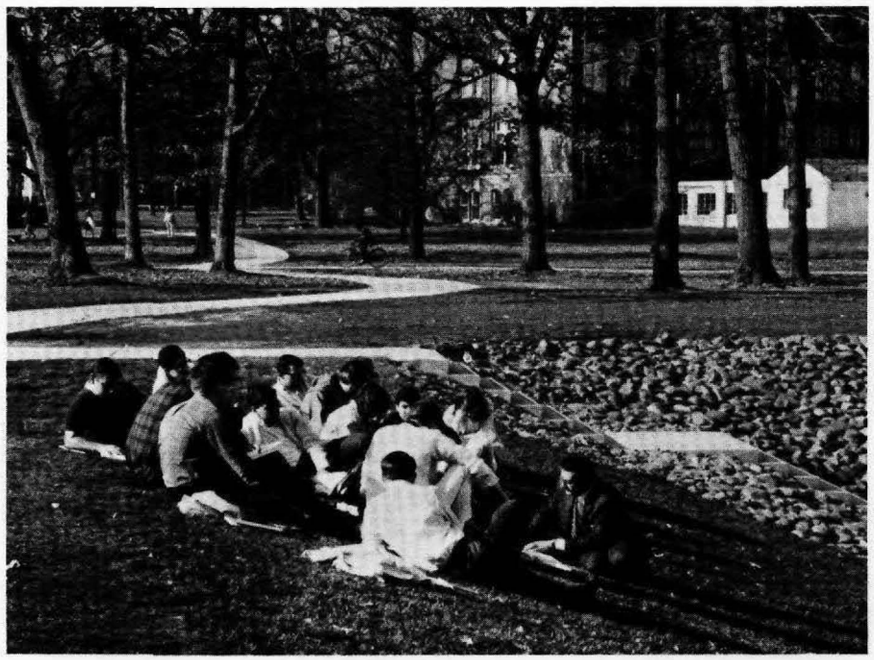
Refund is made on tuition and board only, according to the following schedule:

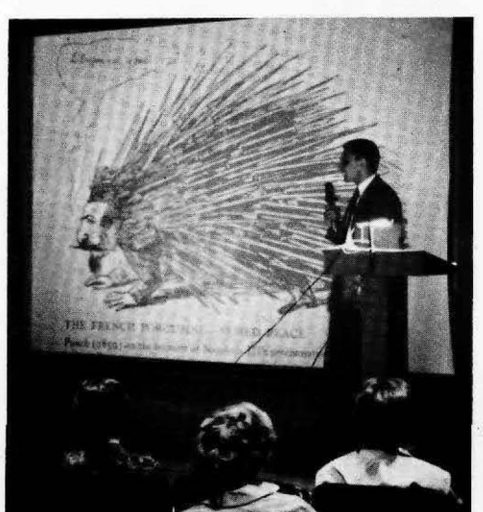
	Tuition Charge	*Tuition Refund*	*Board Charge*	*Board Refund*
First Week	$110.00	$440.00	$ 34.00	$136.00
Second Week	220.00	330.00	68.00	102.00
Third Week	330.00	220.00	102.00	68.00
Fourth Week	440.00	110.00	136.00	34.00
Fifth Week	550.00	0.00	170.00	0.00

Student health service, activity, and board privileges are valid only as long as a student is enrolled in the College and the cards covering these must be surrendered upon withdrawal.

These provisions apply to all students, whatever may be the reason for withdrawal or dismissal.







THE ACADEMIC PROGRAM

The Lake Forest curriculum offers students a broad and rich acquaintance with various dimensions of the world, as well as intensive investigation of subjects of special interest. Its aim is to increase and deepen the student's appreciation of Western culture, so that his own specialized knowledge and skill may be set in its most meaningful context. Fortified by this background of understanding, he should attain distinctive competence in one field.

Lake Forest grants only the Bachelor of Arts degree.

Learning is not restricted to the classroom. Lectures, forums, concerts, exhibits, plays and films contribute significantly to the enrichment of the student's experience. Chicago offers educational possibilities of many sorts, and there are numerous cultural events on campus every year.

The Faculty As Teachers and Advisers

Lake Forest emphasizes superior teaching, to liberate the student from indifference, from restricted outlooks, and from dependence on the initiative and authority of others. Recognizing that the student has primary responsibility for his own education, the College seeks to quicken his awareness, help him master the means of inquiry and understanding, and foster his intellectual maturity. Many methods of instruction are used—lectures, discussions, seminars, critical reading and projects of independent study.

A glance at the faculty roster will indicate that its members are well educated. They are encouraged and expected to engage in scholarly work, and do so, but first emphasis is on their teaching function. Since every faculty member teaches some courses at the introductory level, instruction by the most experienced teachers is available to students of all levels—not reserved for the most advanced majors. Opportunities for conferences with instructors and for informal discussion outside the classroom offer additional possibilities for learning.

Academic Advisement

Every student plans his program of study with the assistance of a faculty adviser. While the decisions are his own, the advisor helps him to arrange his program to his best advantage.

During the summer prior to the freshman year, the student's academic program for the fall is developed from carefully detailed information sent

from the College. When the student arrives on the campus additional opportunities for consultation are available and adjustments are made where needed.

During the first year each student is assigned to a faculty member who is his academic adviser. Toward the end of the year, in consultation with the adviser, the student may select an academic major, though a specific choice is not mandatory until the close of the sophomore year. This choice is not absolutely binding since the College's general academic program has considerable flexibility, but a change of major after the start of the junior year may require an additional term or summer work to meet all the requirements. Once the student has chosen a major, the chairman of that department serves as his faculty adviser.

Requirements for Graduation

A student's course work may be divided into three parts: a series of general education requirements intended to give breadth to his educational experience, a program of major study within one department or in two or more related fields, and a number of free electives.

To qualify for graduation a student must:

—show competence in English, mathematics and a foreign language;
—take fourteen term courses from among the general education offerings;
—take nine or more courses, up to a maximum of thirteen, in his major field; and
—meet the physical education requirement.

General Education Requirements

The program of general education includes the following listed courses. Most of these should be taken in the freshman and sophomore years, leaving the student free to concentrate on his major in his last two years.

A year course (three terms) in Western Civilization in the freshman year:

Western Civilization 11a, b, c

A one-term course in literature:

English 11	(Introduction to Literature)

Three courses in social studies, chosen from the following:

Economics 11	(Principles of Economics)
Government 11	(American National Government)
Psychology 11	(Introduction to Psychology)
Sociology & Anthropology 11	(Human Society)

A vear course in one of the following natural sciences:

Biology 11a, b, c, or 12a, b, c	(General Biology)
Chemistry 11a, b, c, or 12a, b, c	(General Chemistry)
Physics 11a, b, c, or 12a, b, c	(General Physics)

Two courses in humanities, chosen from the following:

Art 21	(Introduction to the Visual Arts)
Music 21	(Introduction to Music Literature)
Philosophy 21	(Introduction to Philosophy)

One course in religion, which may be any of the following:

Religion 21	(Old Testament)
Religion 22	(New Testament)
Religion 25	(Introduction to Religious Understanding)
Religion 27	(Christian Ethics)

A course in philosophy in the senior year:

Philosophy 41	(History of Modern Thought)

Proficiency in one foreign language and in mathematics as measured by examination is required. Work of good quality in four years of a foreign language in secondary school may be sufficient preparation for the examination. If a new language is begun in college, five terms should prepare the student.

The examination consists of two parts. The first part is the standardized language achievement test of the College Entrance Examination Board, on which an acceptable score is required. The second part requires a demonstration, by special examination or by completion of the 21 level course, of competence in speaking (except in the classical languages), reading and writing. In addition, credit in the 23 course in a modern language or the 21b course in a classical language is required.

Three years of secondary school mathematics of good quality should bring a student to the level of competence expected in that field. A special non-credit course reviewing high school algebra and geometry is available for those whose mathematical preparation is inadequate.

All students are expected to have competence in the use of the English language when they enter college and to exhibit it in all written work. Those found to be deficient will be given special help.

Students are required to pass a test of physical fitness and to demonstrate competence in two sports, at least one of which must be an individual sport.

Students are required to attend Commencement to receive their diplomas.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of *4* or *5* on the examinations entitle students to credit. If the grade is *3*, the College department concerned reads the examination and determines whether college credit should be given. Grades *1* and *2* do not entitle students to credit.

Major Study

Toward the close of his freshman year the candidate for the degree of Bachelor of Arts may select a major from the following list:

American Civilization
Art History
Biology
Chemistry
Economics
English
French
German
Government
History
Latin
Mathematics
Music
Philosophy
Physics
Psychology
Religion
Russian
Sociology and Anthropology
Spanish

A student must take a minimum of nine courses in his major, but no more than thirteen may be credited toward graduation. Specific course requirements and sequences are stated in the list of departmental offerings.

In the spring term of the senior year each student must take a written examination in his major. Satisfactory performance in this examination is a requirement for graduation. Only two opportunities to pass the examination are permitted.

Fall Term Abroad

Sophomore and Junior students who have completed Spanish 22, Composition, may apply for enrollment in the Fall Term in Madrid. Classes in Spanish literature as well as in art history and culture and history of Spain are offered each Fall Term in Madrid. The instructors of the courses, all taught in the Spanish language, are members of the faculty of the University of Madrid or scholars of comparable achievement. Normally six courses are offered, each student selecting three. Since the classes are a regular part of the academic schedule of Lake Forest College, offered under the auspices of the College, credit is given by Lake Forest just as it would be if the same courses were taken in residence at Lake Forest.

Details about the program can be obtained from the Director of the Fall Term in Madrid at Lake Forest College.

A similar program begins in Dijon, France, in September, 1966. Interested students are referred to the chairman of the Department of Foreign Languages.

INDEPENDENT STUDY AND SENIOR THESIS

Independent Study

Qualified juniors and seniors may engage in independent study. The College sees distinct advantages in such work: it permits the student to follow his individual interests beyond the limits of a formalized course; it encourages his independence by giving him freedom to read extensively and major responsibility for the work to be done; and it provides familiarity with the procedures and tools of scholarly inquiry.

Senior Thesis

With the approval of his adviser and the Dean of the Faculty, a student in his senior year may write a senior thesis based either on library or laboratory and library research. This thesis may take the place of one or, more commonly, two courses in the major field. The student prepares an outline of the proposed project for the examination of his adviser and the Dean of the Faculty. After completion of the work, the student is examined on the thesis by a committee appointed by the Dean of the Faculty. This committee will include the faculty member who supervised his thesis, as chairman, and three or four others, at least one of whom will be from another department than the one in which the thesis was prepared. Approved copies of the thesis, signed by members of the committee and by the Dean of the Faculty, must be submitted, one to the department and one to the Dean's office for filing in the College Library.

Credit by Examination

If a student believes that he is able to meet the requirements of a regular course without attendance of class meetings, he may request permission to pass the course by examination. He must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate. The charge for the examination for credit will be equivalent to the charge for a course.

Academic Regulations

The academic year consists of three terms, in each of which the normal load is three courses. Non-credit courses in education, and courses in studio art or music which must be pursued for three terms in order to receive credit, may be taken in addition.

Credit

Credit for study at Lake Forest is recorded by courses rather than by hours. For conversion purposes, the value of a course is three and one-third semester hours or five quarter hours. Thirty-six courses are required for graduation.

Grades

Three passing grades are used at the College. These are *honors* (H), *high pass* (HP), and *pass* (P). The *honors* grade is given for outstanding work. The *high pass* grade indicates that the work is of superior quality but not outstanding. Other work of passing quality is given a grade of *pass*.

Students who fail a course are given a grade of *failure* (F). An *incomplete* (I) is given a student who is passing but, because of illness or some other reason beyond his control, has not completed the work of the course. An *incomplete* may be given only upon the initiative of the instructor and with the permission of the Dean of the Faculty. An *incomplete* can be replaced by any other grade if the work is finished within one academic month after the student re-enrolls in the College; otherwise it becomes an F. *Withdrawal* (W) is given when a student withdraws from a course with the approval of the Dean of Students, provided he is passing in the course at the time of withdrawal.

The condition grade of (X) permits a student to take another final examination or repeat other work in the course at the discretion of the instructor. A conditional grade is regarded as a failure until it has been removed. If the work is satisfactorily repeated within the period of time set by the instructor, which must not be later than one month after re-enrolling, the grade is changed to a *pass* (P); otherwise, it becomes a *failure* (F).

The warning grade of (Y) is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshman students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

Registration

Each spring students enrolled in the College register for the next academic year. New students choose their courses during the summer preceding their entrance to the College. Registration is completed on designated registration days in September. Necessary changes in registration may be made on forms obtained in the Office of the Registrar. The original of this form must be signed by the student's adviser and may also require the approval of the Dean of Students. The change is not official until the form is returned to the Registrar. A fee of $3 is charged for changes made after classes begin. Withdrawal from a course is regarded as a change in registration and is handled in the same manner. Failure in the course will be recorded for those who do not comply with this regulation. Except in unusual circumstances and for reasons beyond his control, a student may not withdraw from a course or register in a new course after the end of the first week of the term.

Academic Standing

A student will be classified as a sophomore if he has completed eight courses by the beginning of his second year in college, as a junior if he has completed seventeen courses by the beginning of his third year, and as a senior if he has completed twenty-seven courses by the beginning of his fourth year.

Only students who qualify for sophomore, junior, or senior standing in the fall of their second, third, or fourth years, respectively, are eligible to re-enroll.

A student who fails three courses in a given year will be dismissed. Each course that he fails must be made up by approved summer work, normally taken at Lake Forest.

The Dean of the Faculty or the Dean of Students may place a student on academic probation or dismiss him from the College at the end of any term if, in their judgment, the quality of the student's work justifies such action.

Auditing Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is one-half the cost of the course for credit. Examination for course credit will not be permitted in an audited course.

Class Attendance

Students are expected to be present at all meetings of their classes, beginning with the first, unless prevented by illness or other emergency or by participation in a College-approved function. Each instructor has the right to establish specific regulation regarding attendance which may seem best suited to his particular course. A student may be dropped from a course with an *F* grade because of excessive absences.

Withdrawal from College

A student who finds it necessary to withdraw from college must confer with the Dean of Students and file a withdrawal form. Failure in his courses will be recorded for a student who does not withdraw through the Office of the Dean of Students. Rules governing refunds to students who withdraw are given on page 30.

Operation Opportunity

One expression of Lake Forest's concern for improved teaching is the development of a program of independent study known as *Operation Opportunity*. Begun in the fall of 1965 with Ford Foundation support, and in cooperation with Allegheny and Colorado Colleges, the project enrolls twenty-five selected students in a program of study in which they have no course requirements and receive no course grades. Instead, they qualify for graduation on the basis of comprehensive examinations in general education and in their major subjects, together with individual research reports or theses.

Under the guidance of a faculty preceptor, each student follows his own program of study, both to prepare himself for the examinations and to pursue his own interests. In accordance with the general aims of liberal education, he is expected to show competence in the use of English and another language and in mathematics, to have a general acquaintance with the humanities, the social sciences, and the natural sciences (with special work in one of the last), and to engage in a program of major study as thorough as that of other students. He plans his work according to his own needs and interests, choosing the method of study which seems to suit him best. The facilities of the College are available to him; he may attend classes if he desires. He reviews his work regularly with a preceptor, and consults other faculty members when he needs their help. Examinations are read and judged by examiners from outside the Lake Forest faculty.

The program is intended to accomplish four things:

1. By setting the student free from course requirements and attendance regulations, it should enable him to use his time more effectively and to develop self-reliance and self-direction more rapidly.
2. By organizing the student's work according to broad areas rather than separate courses, it should avoid some of the fragmentation of knowledge which results from breaking education into distinct course units, and should enable him to perceive and think with broader awareness.
3. By abandoning course grades, it should encourage the student to learn for the sake of learning, concentrating on the benefits he gains from his study without the distraction of concern for grades.
4. Because the examinations are given by "external" examiners, the

program should establish a student-faculty relation more favorable to learning. The preceptor who guides his study will not determine whether he passes or fails; his only purpose will be to guide and assist the student. Hence the student should feel free to approach him openly, free to admit his shortcomings and ready to accept criticism simply as helpful suggestion.

Not everyone should be in such a program. It requires the student to possess a sense of direction, capacity to make his own decisions, and ability to discipline himself. For students who have these qualities it offers distinct advantages. The Admissions Office will supply further information on request.

Scholastic Honors and Prizes

Graduation with Honors

Graduation with Honors is based upon superior performance in the senior major examination. Special Honors in Senior Thesis are awarded students whose theses, in the opinion of the examining committee, are worthy of this recognition. The names of students so honored will be noted in the commencement program and their diplomas will be appropriately inscribed in recognition of their outstanding scholarship.

The Dean's List

The Dean's List recognizes students who have received one honors grade and two high pass grades or better in a given term.

Honorary Scholastic Societies

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

Phi Eta Sigma is a national honor society for freshman men. The chapter was established at Lake Forest in 1929. Its purpose is to foster scholarship. Membership is determined on the basis of high scholastic achievement.

The McPherson Prizes

The sum of three thousand dollars was contributed in 1889 by friends of the Reverend Simon J. McPherson to found the four prizes to be named in his honor. In practice, the prizes in English, philosophy, foreign languages, and dramatics are usually awarded to graduating seniors.

A prize of twenty-five dollars may be given annually for work of superior grade in each of these fields.

The Scholarship Plaque

The student having the best scholastic record in each class for the three terms (two terms for freshmen) preceding that during which the annual Honors Day Convocation is held will be honored by having his name engraved on a plaque which hangs in the Commons.

The Lettermen's Plaque

The athletic letter-winner having the best scholastic record for the three terms preceding that during which the annual Honors Day Convocation is held will be honored by having his name engraved on a plaque which hangs in the Alumni Memorial Field House.

The Emma O. Haas Memorial Awards for Merit in Scholarship

The late Judge John F. Haas of Chicago, a graduate in the class of 1900, established at the College annual awards totaling one hundred dollars, designated as the "Emma O. Haas Memorial Awards for Merit in Scholarship" in memory of his mother. These awards are announced and given on the day of the annual Honors Convocation in the following amounts:

Fifty dollars to a senior class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire four years.

Twenty-five dollars to a junior class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire three years.

Twenty-five dollars to a sophomore class student outstanding in scholarship, to be selected by the faculty from those attending Lake Forest College the entire two years.

The Fredericka L. Stahl Memorial Award for Excellence in Science

Judge Haas also established, in memory of his grandmother, an annual award of fifty dollars to be known as "The Fredericka L. Stahl Memorial Award for Excellence in Science." The recipient of the award is determined by a committee of faculty members and is announced on Honors Day. The prize is awarded to the senior class student who has the best record in the field of the natural sciences during the four years he or she has attended Lake Forest College. Students who major in biology, chemistry, mathematics, physics, and psychology are eligible. Excellence in the natural science courses forms the primary basis of selection. Attitude, habits of work, and spirit of cooperation are all taken into consideration by the committee making the selection.

The Warren A. Peterson Memorial Award in Business

The family of Warren A. Peterson of the class of 1932 has established in his honor an annual award of twenty-five dollars to be known as "The Warren A. Peterson Memorial Award" to be given to a senior student who is entering the field of business, who has a good academic record, and who also has made a marked contribution to the life of the College through extracurricular activities.

The Scott Award in Religion

In 1957, Miss Mildred Scott of Cleveland, Ohio, established by endowment, "The Scott Award for Excellence in the Study of Religion." The annual award of twenty-five dollars honors her parents, Mr. and Mrs. Lyman H. Scott. It is given to that student, usually a junior, who, in the opinion of the faculty in the Department of Religion, has done the most outstanding course work in that department. The prize was first given in 1957.

The Sterling Price Williams Prize

The Sterling Price Williams Prize in psychology, given by friends in honor of Dr. Williams, Emeritus Professor of Psychology and Philosophy at Lake Forest, consists of books on the subject of psychology chosen by the recipient. The student to whom the award is made is selected by the members of the faculty of the Department of Psychology as the senior psychology major who shows greatest promise in this field.

The Gail DeHerder Prize in Creative Writing

The Class of 1959 established a memorial fund to honor Gail DeHerder, a member of the class for three years. The income from this fund is used to provide a prize of twenty-five dollars to be awarded each year to the senior woman who submits the best piece of creative writing. Only students who have been in attendance at Lake Forest College the entire four years are eligible to compete.

The Tau Kappa Epsilon Freshman Award for Excellence in Scholarship

The Delta Beta (Lake Forest) Chapter of the Tau Kappa Epsilon fraternity awards annually a prize of twenty-five dollars to the freshman man having the best scholastic record during the first two terms of his freshman year.

The Digamma Alpha Upsilon Freshman Award.

The Digamma Alpha Upsilon Fraternity awards annually a prize of twenty-five dollars to a freshman man who has been on the Dean's List at least one term, who has been awarded one letter in a varsity sport, and who has through his own effort most benefited the Lake Forest College Community. The selection is made by the College.

The Scholarship Trophies

Scholarship trophies, one for men and one for women, are awarded annually on Honors Day to the organized social group whose members and pledges have the best scholastic record in the preceding three terms. The trophies are passed from the winners of one year to the new winners until the space provided for engraving the name of the winning group is filled. The trophy is then retired and awarded to the group whose name appears the most times on the cup.

Courses of Instruction

The courses of instruction are listed by departments, which are arranged alphabetically.

Term courses which are related and have a common title are designated by the letters a, b or c following the number of the course. Ordinarily the preceding term is a prerequisite to the one-term course which follows in such a sequence.

The letters F (Fall), W (Winter), and S (Spring) indicate the term in which a course is normally available. A comma between two or three of these, such as F,W,S, means that the course is repeated in each of the terms designated. In a sequence of courses designated by a common name and having the letters a,b or c to indicate this relationship, the terms during which the sequence is available are given without commas. Thus, if courses 11a,b,c are scheduled so that 11a comes in the fall, 11b in the winter, and 11c in the spring, this will be indicated by the letters FWS, written without commas. Except where noted, the first course in a sequence is prerequisite to the second, and the second to the third.

AMERICAN CIVILIZATION

Committee:
Professors MILNE, STEAMER
Associate Professor SPROAT

Students wishing to expand beyond the limits of the traditional disciplines will perhaps find in the American Civilization program a range of studies wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilization, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Civilization program.

The major consists of the following required courses:

History 22a,b and 41a,b; English 31a,b; Government 11 and 34; and American Civilization 45 (senior seminar). Elective courses are: Art 38; Economics 11 and 31; English 45; Education 21; Government 23 and 31a,b; History 23, 24, and 42; Religion 32.

45 *Seminar* S — MR. ZILVERSMIT

(Studies in American Civilization)

BIOLOGY

Professor LUNN
Associate Professors GIERE, LOUCH
Assistant Professors RAHN, RUNGE
Instructors DOMBROCK, JANSEN

"Science is playing an ever more important role in giving form and substance to our culture. Social judgments in a democracy are made by citizens as a whole. In order to act intelligently, a general knowledge of science becomes a must for our citizens. The science teacher has to assume a large part of helping our citizens understand science." (R. G. Gustavson in *College Teaching as a Career.*)

In offering Biology 11a,b,c, the Department of Biology aims to give the liberal arts student a cultural appreciation of biology, an understanding of the place of science in the world today, and an introduction to scientific methods through laboratory work which employs the experimental approach.

The major in biology is designed to meet the needs of students preparing for graduate study in the life sciences, for teaching, and for professional education in the several fields allied to medicine and the healing arts.

Because much of modern biology is leaving the descriptive phase and entering the analytic phase, and because the life scientist observes the life processes in terms of quantitative physics and organic and physical chemistry, the biology major will be strongly advised to obtain a solid foundation in those cognate areas. A knowledge of mathematics through the calculus will also be valuable. The department is interested in a good foundation, not only in the student's scientific field of interest, but in the humanities as well.

The major includes General Biology, preferably 12a,b,c. Biology 11a,b,c or 12a,b,c are prerequisites to all other courses in the department. One year of Chemistry is also required, preferably 12a,b, and 15.

There is no formal sequence of courses which constitutes the major, but first-year students are encouraged to take Chemistry 12a,b, and 15 even if it delays registration for biology until the second year. The major offers ample opportunity for the able student to include an independent study project with supervision by one of the faculty.

The College has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

FREDERIC A. GIERE, *Chairman*

11a,b,c *General Biology* FWS

Principles of biology (for students specializing in areas other than the natural sciences). Four class hours and three laboratory hours per week.

12a,b,c *General Biology* FWS

Principles of biology (for those planning to major in biology). Four class hours and three laboratory hours per week. Prerequisite: One year of college chemistry or consent of the instructor.

21 *Anatomy of the Vertebrates* F — MRS. LUNN

Comparative study of the vertebrate organ systems. Three class hours and six laboratory hours per week.

22 *Histology* S — MR. LOUCH

Identification, function, and development of vertebrate tissues. Three class hours and six laboratory hours per week.

23 *Embryology of the Vertebrates* W — MRS. LUNN

Developmental patterns and processes in the vertebrates with special reference to the chick and pig. Three class hours and six laboratory hours per week. Prerequisite: Biology 21.

24 *Ecology* F — MR. LOUCH

The relationships between organisms and their environment. Three class hours and six laboratory hours per week. The laboratory work includes frequent field trips. Chemistry 11a,b,c or 12a,b is recommended.

25 *Botany* S — MISS RAHN

Anatomy and physiology of vascular plants with emphasis on angiosperms. Three class hours and six laboratory hours per week. Prerequisite: Chemistry 11a,b,c or 12a,b and 15. Chemistry 22 is recommended.

31 *Microbiology* W — MISS RAHN

Microorganisms, with particular emphasis on the chemical activities of the bacteria. Three class hours and six laboratory hours per week. Prerequisite: Chemistry 22a,b. Chemistry 22b may be taken concurrently.

32 *Genetics* F — MR. RUNGE

Fundamental principles of genetics with emphasis on the chemical and physiological action of the gene. Four class hours and three laboratory hours per week. Chemistry 11 or 12 and 15 is recommended.

33 *General Physiology* S — MR. GIERE

The functions of the animal body with emphasis on the fundamental physiological processes. Three class hours and six laboratory hours per week. Prerequisite: Chemistry 11a,b,c or 12a,b and 15. Chemistry 22 is recommended.

45 *Seminar* W — MISS RAHN

Current problems in biology. Four class hours per week. Prerequisite: Six courses in biology and consent of the instructor.

CHEMISTRY

Professor COUTTS
Associate Professor MARTIN
Assistant Professors BIXLER, THOMPSON
Instructor KLINGBEIL

The departmental offerings are arranged so as to meet the needs of three groups of students—(1) those majoring in chemistry, (2) those studying closely related fields, such as biology or physics, and (3) those electing to fulfill the College's science requirement through the study of beginning chemistry. No attempt is made in the sequence of chemistry courses to "cover" the chemical behavior of all known substances—the body of chemical knowledge is expanding and undergoing modification at far too great a rate for such an approach to be a useful or meaningful one. Instead, emphasis is laid upon the efficacy of the scientific method as a tool for probing nature's mysteries, upon the development of broad theories which allow correlation of seemingly separate bits of knowledge into an integrated whole, and upon the application of these broad general principles to new, unstudied situations.

The chemistry major who pursues the curriculum built around these points of emphasis should acquire a mastery of the basic laws and theories dealing with the interactions of matter, and develop techniques which will allow him to engage in further study and investigation—whether in the role of a practicing chemist or in additional work at the graduate level. The major from an allied field who elects to study a portion of the chemistry curriculum will achieve a greater mastery of his own subject through a broadened appreciation of the interrelationships existing within the sciences.

The non-science major who completes a study of Chemistry 11 should acquire insights into the methods of science and an appreciation of the scientific method as an approach to problem solving; it is further hoped that he will have his curiosity sufficiently aroused with respect to things scientific that he will continue to follow intelligently the ever-unfolding story of new developments in science as they are communicated to informed laymen by their discoverers.

Majors in chemistry ordinarily take all listed courses (starting with Chemistry 12); research leading to a thesis is also strongly encouraged. A minimum major usually comprises Chemistry 12a,b; 15; 22a,b,c; 32a,b,c. All chemistry majors need to take mathematics through the calculus and the beginning course in physics; additional work in both fields will be helpful for students planning graduate study in chemistry. German is strongly recommended for the student's language study; Russian or French would be helpful second foreign languages. The department is on the approved list of the American Chemical Society; graduates wishing ACS certification should consult with the department chairman regarding course requirements.

JOHN W. COUTTS, *Chairman*

11a,b,c *General Chemistry* FWS

Growth and application of the scientific method, using illustrative material from theoretical and descriptive chemistry. In the first two terms, principles of chemical interactions and descriptive chemistry of metals and nonmetals; in the third term, the transition metals and an introduction to organic chemistry. For students not expecting to take further course work in chemistry (with permission of instructor, students may transfer to Chemistry 12b for second term). Four hours of lecture and one three-hour laboratory per week.

12a,b *General Chemistry* FW

Parallels Chemistry 11 in first term, but with additional emphasis on topics of primary interest to natural science majors; second term includes qualitative analysis. For chemistry majors and others expecting to take Chemistry 15 and 22. Four hours of lecture and one four-hour laboratory per week.

15 *Quantitative Analysis* S — MR. BIXLER

Theory and applications of classical and basic instrumental methods in the quantitative estimation of substances in mixtures. Prerequisite: Chemistry 12b or consent of instructor. Three hours of lecture and two four-hour laboratories per week.

22a,b,c *Organic Chemistry* FWS — MR. MARTIN

Chemistry of carbon compounds, with emphasis upon the application of modern principles to structure, reactivity and methods of synthesis. The laboratory work includes some systematic identification of organic compounds. First two terms meet the requirements of most medical schools. Prerequisite: Chemistry 15 or consent of instructor. Four hours of lecture and one four-hour laboratory per week.

32a,b,c *Physical Chemistry* FWS — MR. COUTTS

Theoretical aspects of chemistry as exemplified in the laws of thermodynamics, kinetics, equilibrium, electrochemistry, and studies of the states and structure of matter. Includes wave-mechanical and statistical-mechanical interpretations of atomic and molecular structure and interactions. Prerequisite: Chemistry 15, Physics 11c or 12c, and Mathematics 12c, or consent of instructor. Four hours of lecture and one four-hour laboratory per week.

41 *Instrumental Methods* F — MR. BIXLER

Theory and operational techniques involved in the use of instruments in all branches of chemistry, with emphasis on analytical applications. Includes such fields as electrochemical, optical, radiochemical, and chromatographic methods. Prerequisite: Chemistry 32c or consent of instructor. Three lectures and two four-hour laboratories per week.

42 *Advanced Inorganic Chemistry* W — MR. THOMPSON

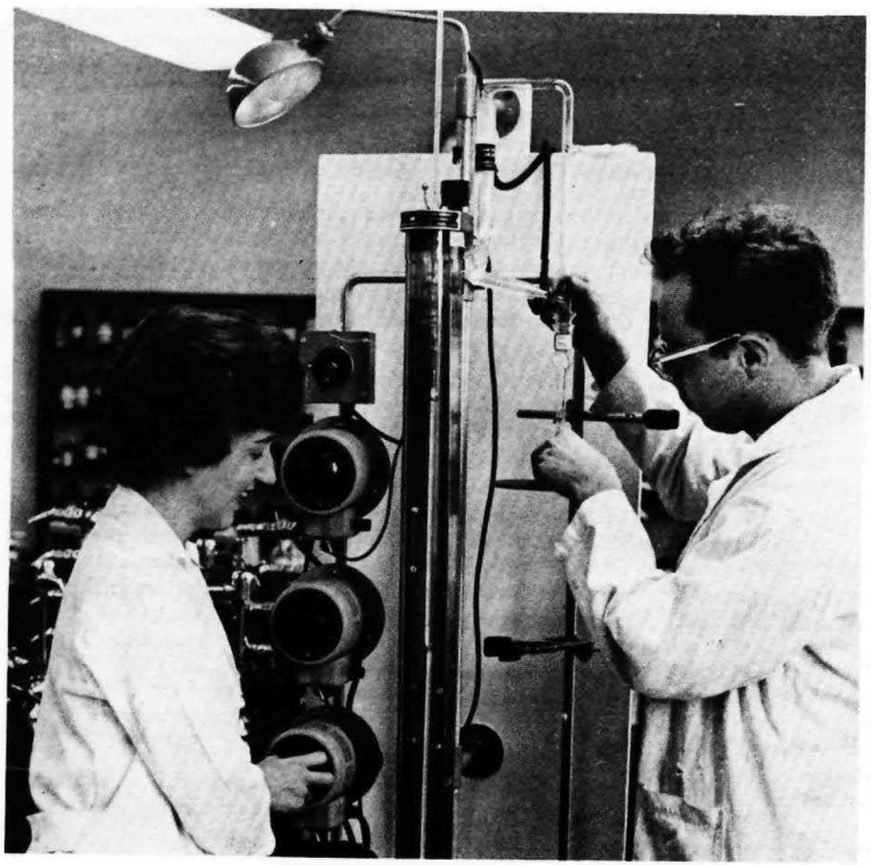
Structure and bonding as related to physical and chemical properties. Descriptive chemistry is used to demonstrate the applications of principles and periodic relationships. Includes coverage of molecular orbital theory, electron deficient molecules, and crystal field treatment of coordination compounds. Prerequisite: Chemistry 32c or consent of instructor. Four lectures and arranged laboratories.

44 *Special Topics*

Particular subject matter and meeting pattern varying from year to year. Variable hours of lecture and laboratory according to nature of subject matter. Offered in 1967–68 and annually thereafter. Prerequisite: Chemistry 41 and 42 or consent of chairman.

45 *Seminar*

Prerequisite: Consent of chairman. Offered upon demand.



ECONOMICS

Professors † HERLIHY, NICHOLAUS
Assistant Professors REYNOLDS, WEINER
Instructors BINGHAM, STARSHAK
Lecturer ‡ HALE
Visiting Professor GRAMPP

The study of economics provides no royal road to future material success. But it does provide an increased awareness and understanding of some of man's fundamental problems. As one of the social sciences, economics takes as its province those areas of human behavior directly related to decision-making in a realm which concerns each of us greatly: the making and enjoying of material things, and how we as individuals and as members of organized society choose to use material factors to satisfy our many wants.

Since the productive resources available to man—natural resources, labor and capital—are limited, it follows that the basic economic questions facing men in any society are: (1) how available resources are to be allocated among their alternative uses, and (2) how the total output is to be distributed among members of that society. In seeking answers to these questions, economics considers how different human societies have been, and are now organized. No universal method of social and economic organization exists; consequently different societies have arrived at different answers to the questions posed.

At Lake Forest, the study of economics involves several related approaches. First, economic theory is used to simplify problems, and as a method of analysis. Second, various institutional arrangements common to western societies (the corporation, labor unions, government agencies) as well as major areas of concern in all economies (economic growth and development) are examined. These approaches are designed to help the student understand economic problems, and to provide criteria for judging alternative solutions.

It is possible to begin the study of economics at Lake Forest College at either the freshman or sophomore level. The first year's work includes a course in the principles of economics, designed both for students who may wish to do advanced work in economics, and also for those students wishing to take only one course. In addition, a course in the economic development of emerging nations is offered at this level.

The student contemplating a major in economics is strongly urged to take the courses in micro-economic theory (Economics 21a,b) in his sophomore year, and in macro-economic theory (Economics 22a,b) in either his sophomore or junior year. These courses are designed primarily to give the student additional knowledge and facility in applying the tools of economic analysis to economic problems, and to provide the foundation for most of the junior-senior level courses. The latter courses are concerned with the further study of special fields in economics, ranging from labor problems to international trade.

† Sabbatical Leave of Absence, 1966–67.
‡ Part-time Teaching, 1966–67.

The major includes as a minimum Economics 11; 21a,b; 22a,b; and any four of the following: Economics 31, 32, 33, 35, 36, 37, and 45.

Students contemplating graduate work in economics are urged to elect History 23 and several courses in mathematics, including Mathematics 15. Economics 11 is a prerequisite to all other courses in the department except Economics 13a,b.

Concentration in International Relations

Students who wish to pursue interests in the international field have several departmental options, including a major in economics. Those economics majors who choose to concentrate in international relations must meet the following more extensive requirements:

A minimum of nine courses in economics (11; 12; 21a,b; 22a,b; 32; and two other junior-senior level economics electives)

The 22 course in at least one modern foreign language

Six courses, elected from the following:

Anthropology 34a,b,c
Government 25, 26; 31a,b; 35; 38; 41
History 21a,b; 22a,b; 33a,b; 34; 35; 38
Senior seminar in international relations

H. MURRAY HERLIHY, *Chairman*

11 *Principles of Economics* F,W,S

Structure, function and problems of the American economy, with emphasis on application of economic principles to analysis of current economic issues.

12 *Economic Growth and Development* W,S — MR. BINGHAM

The principles and problems of economic development in the emerging nations of the world.

13a,b *Accounting* FW and WS — MR. NICHOLAUS, MISS REYNOLDS

The fundamental principles and procedures of accounting for business enterprises (first term). Analysis and interpretation of accounting statements and data for management purposes (second term).

21a,b *Price Theory and Its Applications* FW and WS — MRS. HALE, MR. WEINER

Theoretical and empirical analysis of market structures, behavior, and performance in American industry. The first term (21a) concentrates on monopoly and pure competition. The second term (21b) concentrates on monopolistic competition and oligopoly.

22a,b *Income, Employment and Money* WS — MR. STARSHAK

Application of macro-economic models to the analysis of monetary and fiscal policy measures in connection with problems of employment, the price level and economic growth. In the first term (22a) determinants of the major components of national income are examined in detail. The second term (22b) builds on the material covered in 22a, and analyzes theories of economic growth in advanced western economies in the light of current policy problems. Economics 22a is a prerequisite to 22b.

31 *Labor in the American Economy* — MR. HERLIHY

Analysis of the labor problems of American industrial society, in the context of trade unionism and collective bargaining, and the economics of the labor market. Prerequisite: Economics 21a or consent of instructor.

32 *International Economics* F — MR. WEINER

Analysis of principles, institutions and policies of international trade. Prerequisite: Economics 21a and 22a or consent of instructor.

33 *Business Organization and Public Policy* F — MRS. HALE

Analysis of the fundamental economic problems of the social control of business activity. Prerequisite: Economics 21b or consent of the instructor.

35 *History of Economic Thought* W — MR. GRAMPP

Survey of the history of economic concepts, with emphasis on the development of various theories in economic policy and analysis. Prerequisite: Economics 21b and 22b.

36 *Corporation Finance* F,S — MR. NICHOLAUS

Assessment of the impact of the corporation on the economy. Analysis of the corporation's demand for funds, internal and external sources of supply, and the costs to the firm. Prerequisite: Economics 13b or consent of the instructor.

Professor Herlihy (right) Leading a Seminar

37 *Current Economic Theory* S — MR. WEINER

Analysis of contemporary economic research and theory. Open to economics majors in their junior year who have completed Economics 21b and 22a. Not open to seniors.

45 *Senior Seminar* W — MR. GRAMPP

Application of economic analysis to selected contemporary problems. By invitation. Prerequisite: Economics 37.

EDUCATION

Professor REICHERT
Lecturers ‡ ENTHOF, ‡ MORTENSEN, ‡ SLACK, ‡ BONHIVERT, ‡ TOWNSEND

Lake Forest educates approximately 20 per cent of its students for teaching careers in both elementary and secondary schools in nearly every state of the Union.

The College is particularly proud that its teaching graduates have both a strong liberal arts background and the techniques necessary for successful teaching. Its teacher education program has long been approved by the State of Illinois and the Association of Colleges for Teacher Education, of which it is a member.

The Lake Forest program draws upon the superior schools of the area for some of its teaching personnel and supervised teaching is done in the fine local schools under experienced critic teachers. The College's three-term three-course program enables seniors to do their supervised teaching in a block of time relatively free from the burden of other college courses.

There are no majors in education at Lake Forest; secondary teachers major in a teaching field, and elementary teachers choose any college major for graduation. The College believes that teachers are best prepared by a balanced program of general education, specialized education (the major), and professional courses.

Requirements for Teaching Certificates

The requirements stated below, in addition to the graduation requirements, will qualify graduates for teaching certificates in Illinois and most other states and will also meet the standards of the North Central Association of Colleges and Secondary Schools.

The State of Illinois requires that each candidate for certification pass an examination on the constitutions of the United States and Illinois. This examination is given on the second Wednesday in May of each year, and at other times upon request.

Elementary Certificate (Kindergarten through Eighth Grade)

Art 21—Survey of the Visual Arts

Music 21—Introduction to Music Literature

Mathematics 11—Introduction to Mathematics (or competence demonstrated by examination)

History 22a—Rise of the American Republic
or Government 11—American National Government

‡ Part-time Teaching, 1966–67.

Psychology 11—Introduction to Psychology

Geography 11—Principles of Geography

Education 21—American Education; 31—Educational Psychology; 32—Reading and Arithmetic in the Elementary School; 48—Supervised Teaching in the Elementary School (equivalent to 6⅔ semester hours credit)

The following courses are credited and are required for certification but will not be counted toward the graduation requirement:

Art Education 22—Methods of Teaching Art (not required for teachers of Grades 4 to 8)

Science Education 26—Science in the Elementary School

Social Studies Education 27—Social Studies in the Elementary School

Physical Education 28—Methods of Teaching Physical Education and Health

Secondary Certificate (Seventh through Twelfth Grades)

In preparing for a secondary certificate, any major except those such as philosophy, religion, and psychology, which are not usually taught at the secondary level, is suitable. A minor, equaling twenty-four semester hours, except in foreign languages, mathematics, or music, in which twenty semester hours are enough, is required. Biology majors must have a chemistry minor. Economics, sociology, and government majors must have two courses in each of the other departments and a history minor. History majors must have a minor in social science including economics, sociology, and government. Prospective secondary teachers must have the recommendation of their major adviser before enrolling in Education 42, 43, or 49.

History 22a—The United States to 1877
or Government 11—American National Government

Psychology 11—Introduction to Psychology; 24—Tests and Measurements (if Education courses total less than equivalent of eighteen semester hours)

Education 21—American Education; 31—Educational Psychology; 42—Principles and Philosophy of Secondary Education (Fall Term of senior year only); 43—Methods of Secondary Education (Winter of senior year only); 49—Supervised Teaching in the Second School (Winter or Spring of senior year only)

EDWIN C. REICHERT, *Chairman*

MR. REICHERT

21 *American Education* F,S

An introduction to the control, support, content and philosophy of American education at all levels.

31 *Educational Psychology** W,S

Child development, the psychology of learning, and problems of school adjustment.

* Only students completing certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

32 *Reading and Arithmetic in the Elementary School.** F MR. MORTENSEN

Methods of teaching elementary reading and arithmetic.

42 *Principles and Philosophy of Secondary Education* * F MR. REICHERT

A study of the secondary school for those who will teach in it. The curriculum, extra-curriculum, philosophy, and professional problems of teachers.

43 *Methods of Secondary Education* * W MR. REICHERT

Methods of teaching in the secondary school. To be taken concurrently with Education 49.

48 *Supervised Teaching in the Elementary School* * W,S MISS SLACK

The entire morning will be spent in the cooperating school. Double course credit. Includes one evening meeting per week. Winter registration preferable.

49 *Supervised Teaching in the Secondary School* * W,S MR. REICHERT

Three or more hours per day will be spent in the cooperating school (sufficient time in observation and teaching will be scheduled to be equivalent to the usual five semester hours of credit). Winter registration preferable.

The following courses, required for certification, do not carry graduation credit, but will be given recorded credit on the student's academic record and should be added, one per term, to the normal three-course program.

Art Education

22 Methods of Teaching Art F MRS. ENTHOF

The media and methods of teaching elementary school art. Required only for primary grade teaching. One-half course.

Physical Education WS

28a,b Methods of Teaching Health and Physical Education in the Elementary School MRS. JAUCH

One-half course each.

Science Education

26 Science in the Elementary School W MR. BONHIVERT

The content of the elementary school curriculum in science and methods of teaching. One-half course.

Social Studies Education

27 Social Studies in the Elementary School S MISS SLACK

The content of the elementary curriculum in social studies and methods of teaching. One-half course.

* Only students completing certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

ENGLISH

Professors MILNE (*Chairman*), VOSS
Associate Professors COWLER, HENTZ
Assistant Professor BENNETT
Instructors BEAL, ELLIS, RINGLER, ROBINSON

English, as taught at Lake Forest and most other colleges, is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions, and activities of real or imaginary people presented memorably in words. To give a generous sampling of the best of English and American literature and of foreign literature in translation, to develop habits of perceptive and critical reading, to elevate the taste and enrich the inner life of students—these are among the aims of courses in literature.

A college major in English is good for its own sake because it comprises studies which are liberal and humane. It is also good because it provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing, and publishing, employers are increasingly offering opportunities in business and elsewhere to young people who have had the advantages of a broad liberal education.

During the freshman year, the prospective English major is given background for his future work in English through the reading of a number of literary works in the required courses in Western Civilization and Introduction to Literature. These works are discussed in small classes, and frequent papers are written on them which are discussed in individual conferences with the instructor. Required courses in the major include English Literature (21a,b), American Literature (31a,b), a course in Shakespeare (37a or 37b), a course in one of the periods of English literature (32, 33, 34a, 34b, 35, 36), a course in contemporary literature (39a, 39b, or 39c). Courses in expository and narrative writing along with additional courses in literature may be elected to complete the major. Students should also elect courses in such related fields as history and philosophy. Majors who plan to do graduate work in English should enroll in the senior seminars and have a good reading knowledge of at least one modern foreign language, preferably French or German.

ARTHUR W. M. VOSS, *Chairman* (1965–66)

11 *Introduction to Literature* F,W,S

Analysis of literary types (poetry, drama, short story, novel), with frequent writing assignments.

21a,b *English Literature* FW and WS — MISS COWLER, MISS HENTZ, MR. BENNETT

Representative writers of the various periods from Anglo-Saxon times to the present, and their place in the general history of English literature.

25 *Expository Writing* S — MR. VOSS

The principles of clear and effective expository writing as they apply to the needs of students enrolled in the course. Extensive writing practice; individual conferences.

26 *Narrative Writing* F — MR. VOSS

The techniques of fiction writing. Practice in writing short narratives; individual conferences.

31a,b *American Literature* FW and WS — MR. VOSS, MR. MILNE

Principal tendencies in American writing from colonial times to the present, with emphasis on the major writers.

33 *English Literature of the Sixteenth Century* — MISS HENTZ

Spenser, Marlowe, and other poets, prose writers and dramatists of the English Renaissance, exclusive of Shakespeare.

34a *English Literature of the Seventeenth Century* F — MISS COWLER

Poetry, prose and drama of Donne, Jonson, Milton and other representative writers. (In alternate years. Offered in 1966–67)

34b *English Literature of the Eighteenth Century* W — MISS COWLER

The principal neo-classical writers, including the Restoration dramatists, Dryden, Pope, Swift, Johnson. (In alternate years. Offered in 1966–67)

35 *The Romantic Period* F — MR. BENNETT

The poetry and prose of Coleridge, Wordsworth, Lamb, Hazlitt, Byron, Shelley, Keats, and others.

36 *Victorian Literature* S — MR. BENNETT

The major poets and essayists, including Carlyle, Newman, Huxley, Arnold, Browning, and Tennyson. (In alternate years. Offered in 1966–67)

37a,b *Shakespeare* FS — MISS HENTZ

About a dozen plays and some sonnets are read in each course, with an intensive analysis of King Lear in 37a and of Hamlet in 37b.

38 *The English Novel* — MR. MILNE, MR. VOSS

Representative works by major novelists from Defoe to Conrad.

39a *Modern Literature (drama)* F,S — MR. BENNETT

Continental, British and American drama from Ibsen to the present, with special emphasis on Shaw and O'Neill.

39b *Modern Literature (fiction)* F,S — MR. VOSS, MR. MILNE

Joyce, Proust, Mann, Faulkner, Hemingway, and other Twentieth Century novelists and short-story writers.

39c *Modern Literature (poetry)* W — MISS HENTZ

British and American poetry since 1900, with emphasis on Yeats, Eliot, Auden, Dylan Thomas and other major figures.

41 *Literary Criticism* S — MISS COWLER

A survey of the various approaches to literary criticism in the twentieth century, focusing on the work of Richards, Eliot, Empson, and other major representative critics.

42 *Chaucer* W

The chief works of Chaucer and of some of his contemporaries, with emphasis on their backgrounds in medieval life and thought. (In alternate years. Offered in 1967–68)

43 *Milton* W — MISS COWLER

An extensive and intensive study of Milton's poetry and his major prose works. (In alternate years. Offered in 1966–67)

45a *Seminar: English Literature* — MISS COWLER

45b *Seminar: American Literature* W — MR. VOSS, MR. MILNE

Professor Hutcheson, Actor Morris Carnovsky and students

FINE ARTS

Professors MITCHELL, SCHULZE
Associate Professors BOWEN, SMITH
Assistant Professors CONVERSE, KIRBY
Instructors MARSHALL, MUSTARI
Teaching Associates ‡ HUHN (*Organ, Piano*), ‡ FALLER (*Voice*), ‡ LANZA (*Flute*)

Aside from an inevitable concern with food, shelter, warmth, and the other necessities, it seems likely that some sort of preoccupation with what we call "The Arts" was one of the first consistently pursued interests of mankind. The production of wall paintings and other art objects was one of the ways in which our earliest ancestors demonstrated their essential idiosyncrasy vis-a-vis the rest of the animal kingdom, and their equally singular apprehension of, or, it may be, need for, something above and beyond the mere physical facts of the surrounding world. During the many thousands of years since early men first carved and painted the walls of their caves many changes have taken place in the forms, the purposes, and the meanings of the visual arts, and equally of all the other arts. Their capacity to diversify would seem infinite. According to the pressures and needs of society and the fashion of the time, the various arts have been used as a vehicle for religious or political propaganda, for decoration, for instruction, for story telling, for "communication," for moral or immoral reasons, for status symbols, even simply for entertainment. And yet, no matter how curious or apparently inconsistent their underlying intention and values, the arts have remained with us in some immediately recognizable form—although perhaps we still would be hard put to define their *exact* nature.

Today the arts enjoy a wider audience than ever previously. Along with the accelerating onrush of social change that this century has seen, inevitably there have developed new possibilities of popular access to the enjoyment and appreciation of art. These things are now open, not just to a privileged and cultivated minority, but rather to anyone who cares to seek them. Modern communications—the stupendous amount of books published, the vast proliferation of recordings, the ease, speed, and cheapness of travel—in combination with increased leisure have not only made a reality of what Malraux has called "The Museum without Walls," they have also led to a situation where it is arguable that we know more about the arts than ever before. Nowhere has the impact of these factors been more apparent than in America.

During the last two decades America has come to occupy a progressively more important position in world art, both as a producer and as a consumer. Everything would seem to suggest that this role is likely to grow larger rather than smaller in the future. In such circumstances it would seem obvious that some thorough and systematic understanding of all the arts must be an essential ingredient in anything that is to be called a fully rounded education for someone who is to participate wholly in our contemporary civilization and environment.

The department offers two majors: Art History, and Music History and Theory. In addition it is possible for students majoring in other subjects to obtain a teaching minor in Dramatic Arts.

ALEXANDER F. MITCHELL, *Chairman*

‡ Part-time Teaching, 1966–67.

Art

The principal directions of the Department of Art are theoretical, historical, critical, and aesthetical. It is intended that the work of the department should relate directly to study undertaken by the student in other academic disciplines which may claim his attention at the College. This is in harmony with the liberal arts orientation of Lake Forest, and further is a recognition of the sternly specialized, single-minded, and lengthy training essential to a minimal accomplishment as a professional practitioner in the visual arts.

The fundamental problems which arise in an approach to art history and appreciation are explored in a basic course, The Visual Arts. This course is a required prerequisite for art majors and for all wishing to undertake further courses in art history. Subsequent advanced courses cover the main periods and styles of Western European and American art, and deal in a more detailed fashion with the main principles and development of art history, with critical and iconographical analysis, and with the other scholarly procedures accepted as essential in this field of study. During their senior year majors are expected to participate in seminar work.

Although, as stated, the principal emphasis in the department is theoretical rather than practical, instruction in the latter area is also given. In the belief that some reasonably thorough personal knowledge of actual artistic practice is an essential accompaniment to art historical study, majors are required to take one full year of studio work. The studio is open to majors and non-majors alike, and students may take—indeed are encouraged to take—more than one year of studio work, particularly should they eventually wish to make the practice of art their career or engage in graduate study in art.

Normally students commence their art historical studies in their sophomore year. Studio work may be started during any college year.

One course credit in Art 11 must accompany a major in Art History, but is not counted in the list of major courses.

11 *Studio Art* FWS — MR. MITCHELL, MR. MUSTARI, MR. SCHULZE

Drawing and painting, emphasizing fundamental problems in figure, still-life and landscape, frequently employing experimental approaches and assignments in design. Students who complete one year of instruction will receive credit for one course.

21 *Introduction To The Visual Arts* F,W,S

An analytic and historical survey of the visual arts from antiquity to the present.

MR. MITCHELL

23 *Ancient Art* F

Painting, sculpture, and architecture of the ancient civilizations of Egypt, Mesopotamia, Greece and Rome.

MR. MUSTARI

24 *Medieval Art* S

The art of the Early Christian, Byzantine, and Medieval periods.

31 *Northern Art of the Late Gothic and Renaissance* S MR. MITCHELL

Painting, sculpture, and the graphic arts of the Low Countries, Germany, and France from the late fourteenth through the sixteenth century. (In alternate years. Offered in 1967–68)

32 *Italian Art of the Early Renaissance* MR. MUSTARI

Painting and sculpture in Italy from the late thirteenth through the fifteenth century.

33 *Italian Art of the Sixteenth Century* F MR. MUSTARI

Painting and sculpture by the High Renaissance and Mannerist artists of Italy, with special emphasis on developments in Rome, Florence and Venice.

34 *Seventeenth and Eighteenth Century Art* W MR. MITCHELL

Painting and sculpture in Italy, France, Spain, Germany, England, and the Netherlands from 1580 to 1780. (In alternate years. Offered in 1966–67)

35. *Nineteenth Century Art* F MR. MITCHELL

French painting and sculpture from David to the post-impressionists, with consideration given also to the developments in Germany, England, and the United States.

36 *Twentieth Century Art* W MR. SCHULZE

Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

38 *American Art* S MR. SCHULZE

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the art of the North American Indian to that of the present. (In alternate years. Offered in 1966–67)

45 *Seminar*

Dramatic Art

A major in Dramatic Art is not offered.

21 *Introduction to the Theater* F MR. CONVERSE

Modern theatrical practices, emphasizing the many aspects of play production and play selection. Stagecraft laboratory is required.

22 *The Art of the Actor* W MR. CONVERSE

The various theories of acting in the modern theater from Delsarte to the present, with an opportunity for students to put these theories into practice. Stagecraft laboratory is required.

31 *History of the Theater* F MR. CONVERSE

The theory and mechanics of the drama, beginning with ancient man and continuing to the modern period, including inquiry into the playwright's art as well as study of the staging and production of specific plays.

32 *Theatrical Producing and Directing* MR. CONVERSE

The principles and techniques of the director's art. Each student produces and directs a play as part of the application of production theory.

33 *Advanced Acting* MR. CONVERSE

Principles and techniques of acting for the student who has had previous experience or training in this field. Emphasis is upon acting demonstrations and individual conferences.

34a,b *History of Drama in the Western Tradition* WS MR. CONVERSE

(In alternate years. Offered in 1966–67)

Music

An integrated approach to theory, history and performance is essential in the training of a music major in any liberal arts college. Consequently the course of study for music majors at Lake Forest College is planned with this in mind.

In the required theory courses, of which there are four, the students first work with such basic musical materials as melodic and chordal structures. Then they are introduced to the study of modes of formal organization and musical analysis. Combined with all these facets of study are ear training, keyboard, sight-singing, and creative work. This concentrated study of the theoretical aspects found in harmony and counterpoint is essential for full comprehension of the study of styles in the advanced history courses.

Courses in music history, like those in art, are organized on the basis of the major stylistic periods found in music literature of the Western World. In addition to the study of the development of music in its historical perspective, there is an exploration of the relationship of musical developments to those of other arts of the same period. Music 21, Introduction to Music Literature, is a prerequisite for the advanced courses in music history.

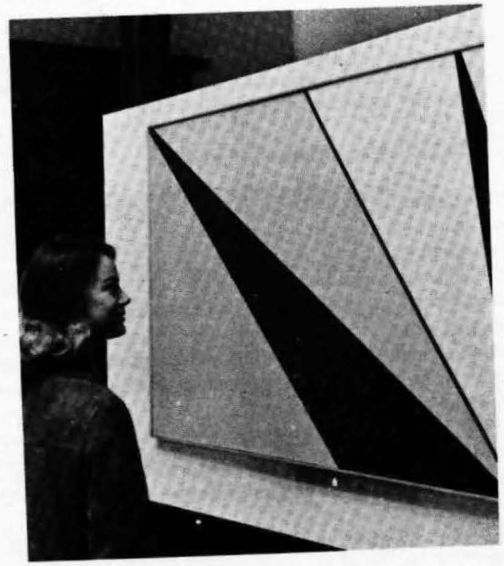
Finally, a music major must demonstrate a minimum keyboard proficiency. To satisfy this requirement, students must be able to play compositions on the level of Bach's "Two Part Inventions" and some of the easier classical sonatas; also it is hoped that students will be able to sight-read simple scores.

Regular faculty members give instruction in piano, voice, and organ. Instruction in stringed, brass, and woodwind instruments is made available by special arrangement with qualified instructors from either the Chicago Symphony Orchestra or other schools.

The co-curricular musical organizations of the department are the College Choir and the Concert Chorale. Students interested in instrumental music are encouraged to become members of the Lake Forest Community Orchestra and the student-directed band. These groups present frequent concerts throughout the school year and provide excellent musical experience for all participants.

The major includes Music 21; 22a,b,c (all of which should be taken during the freshman or sophomore years); 31; 34, 35a,b; and 36. In addition, majors must have one year of applied music.

Arthur Miller's "The Crucible"



11 *Applied Music* MISS BOWEN, MR. HUHN

Private instruction in piano, organ, and voice. One-half hour lesson and at least seven hours of practice per week are expected. Students who complete one year of instruction will receive credit for one course.

21 *Introduction to Music Literature* F,W,S

The major musical styles and media of performance from the Middle Ages to the present, with emphasis upon listening. No previous knowledge of music is required.

22a,b,c *Music Theory* FWS MISS BOWEN, MR. SMITH

Basic vocabulary; scales, intervals, triads, seventh chords, inversions of chords, and altered chords. An integrated study of four-part harmony, analysis, sight-singing, keyboard and ear training. In addition, original work is based upon examples from music of the 18th and 19th centuries.

31 *Counterpoint* F MISS BOWEN

Contrapuntal principles of late Renaissance and Baroque music. (In alternate years. Offered in 1966–67)

32 *Advanced Music Theory* MISS BOWEN

Techniques of modern harmony and counterpoint. Written projects and study of contemporary scores.

33 *Music in the Middle Ages and Renaissance* S MR. KIRBY

Music history from Gregorian chant to the end of the sixteenth century. (In alternate years. Offered in 1967–68)

34 *Music in the Baroque Period* W MR. KIRBY

Representative composers from 1600 to 1750, with special attention given to J. S. Bach. (In alternate years. Offered in 1967–68)

35a,b *Music in the Classic and Romantic Eras* F MR. KIRBY, MISS BOWEN

Stylistic traits in the eighteenth and early nineteenth centuries with emphasis on the works of Haydn, Mozart, and Beethoven. In the second term, representative nineteenth century Romantic composers: Schubert, Schumann, Liszt, Brahms, and Wagner. (35a not offered in 1966–67)

36 *Twentieth Century Music* W MISS BOWEN

Trends, techniques and leading composers of modern music, from the French Impressionists to the present. (In alternate years. Offered in 1966–67)

37 *History of Opera* W MR. MARSHALL

The literature, performance and analysis of the world's great operas. (In alternate years. Offered in 1967–68)

45 *Seminar in Music History* S MR. KIRBY

(Offered as required)

FOREIGN LANGUAGES

Professors † DILKEY, SUMBERG, WILLIAMS
Assistant Professor SPEROS
Instructors BERG, ‡ DONLAN, GARNEAU, HENKELS, ROBEY, ROSSOL, SANDERS, SEAMAN
Lecturers HUGHES, SALTOUN, WILTON

The Department of Foreign Languages at Lake Forest offers courses in four of the modern languages (French, German, Spanish, and Russian) as well as the Classics (Latin and Greek). It is the purpose of the department to equip students with the ability to read rapidly and accurately and to converse and write in the language selected for study with an acceptable degree of fluency. It is also expected that the student will gain some insight into the cultural history and civilization represented by the language chosen and relate this to his other studies in the liberal arts curriculum. For the student planning to major in one of the foreign languages, advanced level courses are designed to present a broad and fairly intensive survey of each of the major literary periods and further perfect the student's fluency in oral and written composition.

For the student planning only to satisfy the College's language requirement, proficiency examinations are given which may be taken as soon as the content of the intermediate language course or its equivalent has been satisfactorily completed. These examinations are devised to test the student's ability to read and comprehend appreciable quantities of moderately difficult material in a foreign language and to converse idiomatically on non-technical subjects. To satisfy this requirement the student will normally require the training provided during the first five terms. Entering students desiring to continue with a language studied in secondary school will be given advanced placement examinations to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level, so that a student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course. Students presenting three years or more of secondary school language credit who wish to continue their work may do so without examination and with the consent of the instructor.

The department is particularly fortunate in having a modern, thirty-booth language laboratory completely equipped to enable the student to hear native speakers read aloud the assigned texts, record his own imitation of the native voice, and play back the two for comparison. At the present time the laboratory possesses over 1,500 student tapes, including not only textbook materials but also dramas, operas, poetry readings and lectures in the various foreign languages. This collection is constantly being expanded, especially with material designed for the advanced levels of study.

† Sabbatical Leave of Absence, 1966–67.
‡ Part-time Teaching, 1966–67.

A major may be obtained in each of the languages with the exception of Greek and will consist of a minimum of nine term courses. Courses numbered lower than 22 (except Latin 21b) will not count in the major. As a useful preparation for eventual graduate study, language majors are encouraged to become familiar with the aims and techniques of scholarship through the Senior Seminar, independent study and research projects offered by the department. The department also offers a stimulating and informal program of language and cultural activities.

Courses 11a,b,c, 21 and 23 or the equivalent are prerequisites to all other courses in each language. All courses numbered 21 and above are given in the foreign language.

LEWIS A. M. SUMBERG, *Chairman*

French

11a,b,c *Beginning French* FWS

An introductory course stressing conversation, the grammatical structure of the language, vocabulary building, and reading. Classroom work is supplemented by laboratory exercises. (11c is also offered in the Fall Term)

21 *Intermediate French* F,W

Grammar review and simple composition. Readings from selected literary works with discussion in French. Classroom work is supplemented by laboratory exercises.

22 *Composition and Conversation* F,S

Intensive training in oral and written expression. An introduction to literary translation, stylistics and versification. Required for students intending to register in the literature courses which follow.

23 *Introduction to French Literature* W,S

Selected readings from the medieval through contemporary literary works. Intended to give the student the perspectives necessary for the period courses which follow.

30 *French Civilization* F

European history and civilization with emphasis on French civilization. (Offered only in Dijon)

31 *Medieval French Literature* MR. SUMBERG

Representative readings in modern translation and in Old French of the *chanson de geste, roman courtois,* religious and secular theatre, chroniclers, lyric poetry embracing the *genres determinés* and *poésie à forme fixe.*

32 *Renaissance Literature* MR. SUMBERG

Humanism, Reform, Petrarquism, and the Baroque as reflected in the works of Rabelais, Montaigne, Calvin, the *Pléiade* poets. Introduction to the interpretation of French texts.

33 *Seventeenth Century Literature* S MRS. SALTOUN

Reading and analysis of texts selected from the literature of the Golden Age, stressing the theater of Corneille, Racine, and Molière and the work of Madame de Lafayette. Attention is also given to the philosophers and moralists of the Classical period.

34 *Eighteenth Century Literature* F MRS. SALTOUN

A consideration of the major literary and philosophical writings of the Age of Enlightenment. Emphasis will be on Rousseau, Voltaire, Montesquieu, and Diderot.

35a *Nineteenth Century Literature* W MR. SUMBERG

The Romantic school, as illustrated by the major poets and playwrights, as well as Chateaubriand, Stendhal, the prose writings of Victor Hugo and others.

35b *Nineteenth Century Literature* S MR. SUMBERG

Realism and Naturalism with stress on the novels of Balzac and Flaubert and the poetry of the Parnassian and the Symbolist schools.

36a *Twentieth Century Literature* F MR. SEAMAN

The works of the First Generation writers: Proust, Gide, Claudel, Valéry, Colette, the Surrealists and others. (In alternate years. Offered in 1966–67)

36b *Twentieth Century Literature* W MR. SEAMAN

The works of Mauriac, Malraux, Giraudoux, Cocteau, Anouilh, Camus, Sartre and others with some attention to poetry, the New Novel and the New Theatre. (In alternate years. Offered in 1966–67)

41 *Advanced Composition and Conversation* S

Advanced grammar review and composition. Required of all majors planning to teach French. (In alternate years. Offered in 1967–68)

45 *Seminar*

An intensive investigation of a significant literary problem or period, or of the works of one author. Topics to be announced. (Offered as required)

German

11a,b,c *Beginning German* FWS

An introductory course stressing conversation, the grammatical structure of the language, vocabulary building, and reading. Classroom work is supplemented by laboratory exercises.

21 *Intermediate German* F

Grammar review and simple composition. Readings from selected literary works with discussion in German. Classroom work is supplemented by laboratory exercises.

22 *Composition and Conversation* S — MISS HENKELS

Intensive training in oral and written expression. Required for students intending to register in the literature courses which follow.

23 *Introduction to German Literature* W

Selected readings in literary works from the Reformation to the present. Intended to give the student the perspective necessary for the period courses which follow.

31a,b *Nineteenth Century Literature* WS — MR. SANDERS

Dramatic writing since Goethe: Tieck, Kleist, Grillparzer, Hebbel, Ludwig, Hauptmann. Lyric and prose of the century: Novalis, Hoffmann, Eichendorff, Heine, Gotthelf, Stifter, Keller, Storm, Meyer. (In alternate years. Offered 1966–67)

32a,b *Twentieth Century Literature* — MR. DILKEY

The eras of Naturalism, Impressionism, Expressionism, and the Neue Sachlichkeit. Hauptmann, Mann, Schnitzler, Hofmannsthal, Rilke, Hesse, Kafka, Bergengrün, Jünger, Hausmann, Brecht, Zuckmayer, Rinser, Böll, Frisch. (In alternate years. Offered in 1967–68)

33a,b *Eighteenth Century Masterworks* S — MR. SANDERS

Intensive reading and analysis of the outstanding writing of Herder, Lessing, Goethe and Schiller. Independent study with papers on individual reading. (Only 33b given in 1966–67)

41 *Advanced Composition and Conversation*

Advanced grammar review and composition. Required of all majors intending to teach. (Offered as required)

45 *Seminar*

Intensive investigation of a significant problem or period or of the works of one author. Topics to be announced. (Offered as required)

Greek

11a,b,c *Beginning Greek* FWS

Basic grammar, vocabulary building, elementary prose composition. Plato, Xenophon, and Socrates: *Apology, Crito, Phaedo, Symposium,* and *Memorabilia.* (In alternate years. Offered in 1967–68)

21a,b *Intermediate Greek* FW — MR. DONLAN

Greek tragedy from its origins through Euripides, with emphasis on the Theban plays of Sophocles. The Homeric epics and the oral heroic tradition. (In alternate years. Offered in 1966–67)

Latin

11a,b,c *Beginning Latin* FWS

Basic grammar, vocabulary building, elementary prose composition. Survey readings from Republican and Augustan prose writers designed to accelerate comprehension (11a,b not offered in 1966–67; 11c offered in fall term).

21a,b *Intermediate Latin* WS

A literary study of Vergil's *Aeneid,* its themes and structures, with some attention to oral and written epic tradition. The elegiac love poetry of Tibullus, Propertius, and Ovid.

31 *Roman Lyric Verse*

The origin and development of the Latin lyric with emphasis on the iambics and elegiacs of Catullus and the *Odes* and *Epodes* of Horace. (In alternate years. Offered 1966–67)

33 *Roman Comedy*

The history of Roman comedy. A play each of Plautus and Terence is studied with emphasis on plot structure, characterization, and Greek influences.

34 *The Reign of Nero* W

An examination of the historical and biographical contributions of Tacitus and Suetonius to an understanding of the emperor and his era. (In alternate years. Offered 1966–67)

35 *Vergil and Lucretius*

The *Eclogues* and *Georgics* of Vergil with some attention to mathematic and thematic patterns. The poetry and philosophy of the *De Rerum Natura* of Lucretius.

36 *Imperial Prose* S

Currents of morality and immorality. The *Satyricon* of Petronius and the *Epistulae Morales* of Seneca. (In alternate years. Offered 1966–67)

37 *Roman Satire* F

The history of Roman satire from its origins through Juvenal. A literary and social study of the aims and methods of the major satirists with emphasis on Horace.

45 *Seminar*

Problems in Latin literature. Research topics selected to suit the interests of students and instructor. (Offered as required)

Russian

11a,b,c *Beginning Russian* FWS

Pronunciation, reading, writing and vocabulary building. Practical conversation and reading of simple material. Special emphasis on conversational ability and use of the language laboratory.

21 *Intermediate Russian* F

Grammar review and simple composition. Readings from selected literary works with discussion in Russian. Classroom work is supplemented by laboratory exercises.

22 *Conversation and Composition* S — MRS. HUGHES

Vocabulary building (recognition and derivation of words). Written and oral expression. Reading selections from Russian geography, history, culture, and government.

23 *Introduction to Russian Literature* W — MRS. HUGHES

Selected readings from the literary works of the nineteenth and twentieth centuries. Intended to give the student the perspctive necessary for the period courses which follow.

30 *Russian Short Stories* S — MRS. HUGHES

The craft and evolution of Russian short stories from Karamzin to Chekhov. Extensive reading and class discussion.

31a,b,c *Survey of Nineteenth Century Literature* FWS — MR. ROSSOL

Reading and discussion of the representative masterpieces of poetry and prose of the "Golden Age" in Russian literature. (In alternate years. Offered in 1966–67)

32a,b *Survey of Twentieth Century Literature* FW — MRS. HUGHES

Reading and discussion of selected literary works with a special emphasis on the post-revolutionary period and current trends in Soviet literature. (In alternate years. Offered in 1967–68)

41 *Advanced Composition and Conversation* S — MR. ROSSOL

Advanced review of syntax, stylistics and phonetics. Required of students intending to teach Russian. (Offered as required)

45 *Seminar*

Required of all Russian majors. Study of one selected author or subject. (Offered as required)

Spanish

11a,b,c *Beginning Spanish*

Basic grammar, pronunciation, vocabulary, simple reading. Composition on assigned topics. Increasing emphasis on conversation, supplemented by laboratory assignments (11a and 11b are not offered in 1966–67; 11c is offered in the fall term).

21 *Intermediate Spanish* F,W

Grammar review and simple composition. Readings from selected literary works with discussion in Spanish. Classroom work is supplemented by laboratory exercises.

22 *Composition* F,S — MR. SPEROS, MRS. WILTON

Intensive training in oral and written expression. Speeches, both extemporaneous and assigned, on a wide variety of topics. Emphasis on idiomatic expression. Required for students intending to register in the literature courses which follow.

23 *Introduction to Spanish Literature* W,S

Selected readings in literary works from the Golden Age to the present. Intended to give the perspective necessary for the period courses which follow.

30 *Survey of Spanish Literature* F

A history of Spanish literature from its origin to the end of the Golden Age (1681). Reading of representative works and written reports on assigned topics. (Offered in Madrid only)

32 *Nineteenth Century Literature* — MRS. WILTON

Essays of Costumbrismo on the vices and virtues of society of the period; poetry and drama (*Don Juan Tenorio, Don Alvaro o La Fuerza del sine,* etc.) from the Romantic period; novels and plays from the period of Regionalism-Realism.

33a,b *Twentieth Century Literature* F — MRS. WILTON

Generation of '98; Spain's economic, political and spiritual condition as reflected in the different reactions of Ortega y Gasset, Unamuno, Baroja and Antonio Machado in the first course. Post-generation '98; trends in poetry, novel and drama since the Generation of '98; impact of World War II on writers in the second course.

34a,b *Spanish-American Literature* — MR. SPEROS

Literature resulting from conquest of Aztecs, Incas and Araucans; study of works from Colonial Period through first half of the 19th century in the first course. Post-romantic writers. Gauchesque poetry, Modernism and Realism in the second course.

35a,b *Medieval and Golden Age Literature* FW — MR. SPEROS

Major works from *El Cid* during height of the Moorish period to *La Celestina* at the beginning of the Renaissance in the first course. Poetry, drama, novels of the Golden Age with special emphasis on Cervantes, Lope de Vega, and Calderon de la Barca in the second course. (In alternate years. Offered in 1966–67)

41 *Advanced Composition and Conversation* S — MR. SPEROS

Advanced grammar review; composition with emphasis on style. Required of majors. (In alternate years. Offered in 1967–68)

45 *Seminar*

Intensive investigation of a significant problem or period or of the works of one author. Topics to be announced. (Offered as required)

GEOGRAPHY

11 *Principles of Geography** F

An introduction to geography including a study of land, water, air, the distribution of plant and animal life, man and his industries and the interrelations of these factors. (In alternate years. Offered in 1967–68)

* Only students completing certification requirements for the State of Illinois or some other state may count this toward the graduation requirement.

GOVERNMENT

Professor STEAMER
Instructors GALLOWAY, MEAD, WARDEN, WENUM

The liberal arts serve to free man from the bonds of ignorance and superstition. In pursuing a liberal education, we are broadening our understanding of our heritage and in such a study we inevitably encounter the political community. This is the only agency able to enforce obedience; it can exact from its members their property, their freedom, and even their lives. Any truly educated person must concern himself with the nature of government and authority.

In a democracy, a knowledge of government and politics is essential to the performance of good citizenship. Democracy can work only if the people assume their share of working at it with understanding and with patience.

Those who are interested in the study of government and politics for career preparation will find a major in government sound training for journalism, public relations, personnel management, business and, of course, practical politics. Many government majors go on to graduate school in political science or law.

The introductory course in American government is available as a partial fulfillment of the requirement in the social sciences, but the department encourages those majoring in other areas to take additional courses in government as electives. All of the major fields of the discipline are available to majors and non-majors alike.

Majors in Government are encouraged to pursue independent study and to participate in the senior seminar, using the myriad resources of the Chicago area. As one of the great urban centers of the world, Chicago offers itself as a great laboratory for the student of government and politics.

The major includes as a minimum Government 11; 25; 26; 31a,b; 33a,b; 35 and 39.

Concentration in International Relations

Students who wish to pursue interests in the international field have several departmental options, including a major in government. Those government majors who choose to concentrate in international relations must meet the following more extensive requirements:

A minimum of nine courses in government (11; 25; 26; 31a or b; 33a or b; 35; 36; 38 and one elective)
The 22 course in at least one foreign language
Six courses, elected from the following:
Economics 11; 12; 21a; 22a; 32
History 21a,b; 22a,b; 33a,b; 34; 35; 38
Anthropology 34a,b,c
Senior seminar in international relations

ROBERT J. STEAMER, *Chairman*

11 *American National Government* F,W,S
Theoretical and institutional analysis of the American constitutional system.

23 *Political Parties* S — MR. WENUM
American parties, pressure groups and electoral problems.

25 *Comparative Constitutional Systems* F — MR. WARDEN
The government and politics of Great Britain and European constitutional governments.

26 *Comparative Totalitarian Governments* W,S — MR. MEAD
The government and politics of Germany and the Soviet Union and a theoretical analysis of totalitarian dictatorships.

31a,b *American Constitutional Law* WS — MR. STEAMER
Scope and distribution of powers in our federal system, followed by limitations on governmental power (civil liberties) in the second term.

32 *Public Administration* W — MR. WENUM
A theoretical analysis of the procedures of supervision, organization, management, and fiscal and budgetary operations in the national government.

33a,b *History of Political Ideas* FW — MR. MEAD, MR. WARDEN
From Plato to the present.

34 *American Political Thought* F — MR. STEAMER
From the colonial period to the present.

35 *World Politics* F — MR. GALLOWAY
Continuity and change in world politics.

36 *International Organization and Law* W — MR. GALLOWAY
Nature and practice of organization as a method of international conflict resolution.

38 *Conduct of American Foreign Relations* S — MR. GALLOWAY
The formation and execution of American foreign policy. Problems of morality, rationality and interest.

39 *Metropolitan Government* F — MR. WENUM
Structure, powers, and problems in the urban centers.

41 *Science, Technology, and Public Policy* S — MR. GALLOWAY
The relation of innovations in science and technology to politics and society. Emphasis on case studies of American experience.

45 *Seminar* S — MR. WARDEN

HISTORY

Professors HANTKE, PESE
Associate Professor SPROAT
Assistant Professors CALKINS, T. MOODIE, ZILVERSMIT
Lecturers ‡ C. MOODIE, ‡ SINGER

History is a liberating discipline. Through the study of the rise and growth of major civilizations, the individual secures firm roots in the past, thereby freeing himself for intelligent and efficient innovation in the present. History helps the individual to understand the major issues that perplex the world and to act upon them with vigor and economy. Acquiring the advantage of historical perspective, the student of history learns to view future needs and present crises with the detachment that may spell the difference between wisdom and impulse.

Because history is a humanistic study as well as a social science, the Department of History offers preparation to individuals intent upon almost every career and profession. While the department especially offers a sound undergraduate foundation for students who wish to continue their study in graduate schools, it seeks to help students sharpen their critical faculties for any future calling.

The major includes History 11a,b,c; 22a,b; either History 32 or 39; three electives (preferably two in European history, one in American history); and a research paper to be completed in the junior year in a regularly scheduled class. Senior seminars are open to qualified major candidates and to other students at the discretion of the department. Able students are encouraged to engage in independent study programs in the junior and senior years, and the department takes special interest in encouraging senior thesis work leading to the degree with honors.

RICHARD W. HANTKE, *Chairman*

11a,b,c *The Development of Modern Europe* FWS MR. CALKINS, MR. MOODIE, MRS. MOODIE, MR. PESE

Political, social, and intellectual developments in modern European history. First term, the Reformation through the Enlightenment; second term, the French Revolution to 1870; third term, 1870 to the present.

22a,b *Rise of the American Republic* FW and WS MR. HANTKE, MR. SPROAT, MR. ZILVERSMIT

The growth of American democracy from colonial times to the present, with emphasis upon the political and economic framework of American civilization. Special attention to social and intellectual currents and to the emergence of the United States as a leading world power.

23 *American Economy* S MR. HANTKE

Economic growth of the United States from colonial times to the present. (In alternate years. Offered in 1966–67)

‡ Part-time teaching, 1966–67.

24 *Social Change in America* S MR. SPROAT

Analysis of changing values and conditions in American history, through the intensive study of significant works in American civilization. Study of a few selected topics in depth. Prerequisites: History 22a,b or permission of instructor.

25 *Economic History of Modern Europe* F MR. MOODIE

Economic development of Europe in the context of social and political change from the Renaissance to the present. Prerequisites: two terms of History 11 or permission of instructor.

31a,b *Ancient Civilizations* MR. PESE

The history and modern study of civilizations of the ancient Near East, and the political and cultural history of Greece from the earliest times to the Hellenistic era. The political, constitutional and cultural history of Rome. (In alternate years. Offered in 1967–68)

32 *Colonial America* F MR. SPROAT

Origins of American society, with emphasis on the transit of civilization from Europe to the New World, social and cultural life in the colonies, problems of imperial rule, the American Revolution. Some attention to colonial Latin America.

33a,b *The History of England* FW MR. PESE

British historical development from the coming of the Anglo-Saxons to the end of the Tudor era, and the course of British history from the Stuarts to the present. (In alternate years. Offered in 1966–67)

34 *Modern Russia* W MRS. MOODIE

The historical elements that, with Marxist ideology, have shaped the development of modern Russia, Czarist and Soviet. Prerequisite: Two terms of History 11 or permission of instructor.

35 *The Far East* W MR. HANTKE

The rise of modern China and Japan, and their relations with the western powers.

37 *Revolutionary Europe* W MR. MOODIE

Social and intellectual history of Europe during the revolutionary periods of the 18th and 19th centuries. Prerequisites: Two terms of History 11 or permission of instructor.

38 *Central Europe* S MR. CALKINS

Problems of central Europe's political, social, and intellectual development from the 17th century to the present. Emphasis on Germany, but attention also to the Baltic and Slavic areas. Prerequisite: Two terms of History 11 or permission of instructor.

39 *Recent American History* S MR. HANTKE

The major political, social, and economic institutions of contemporary America.

41a,b *American Intellectual History* FW — MR. ZILVERSMIT

The intellectual main currents in American history, as expressed in political and economic thought, theology, science, philosophy, and literature. Prerequisites: History 22a,b or English 31a,b or permission of instructor.

42 *America in the Modern World* W — MR. SPROAT

The United States in its formal and informal relations with the rest of the world. The interaction of the 20th century revolutions with American foreign policy, and the relation of domestic developments to diplomacy. Prerequisites: History 22a,b or permission of instructor.

47 *Seminar in American History* S — MR. SPROAT

48 *Seminar in European History* F — MR. PESE

Professor Sproat

INTERNATIONAL RELATIONS

Students interested in concentrating in International Relations may major in Economics or Government.

Those who major in Economics must take Economics 11; 12; 21a,b; 22a,b; 32 and two junior-senior level electives in the department. In addition, six courses must be elected from the following: Sociology and Anthropology 35a,b,c; Government 25; 26; 31a,b; 35; 36; 38; History 11b,c; 22a,b; 33a,b; 34; 35; 38.

Those who major in Government must take Government 11; 25; 26; 31a or b; 33a or b; 35; 36; 38 and one elective in the department. In addition, six courses must also be elected from Sociology and Anthropology 35a,b,c; Economics 11; 12; 21a; 22a; 32; History 11b,c; 22a,b; 33a,b; 34; 35; 38.

All students concentrating in International Relations must also complete the 22 course in a foreign language.

MATHEMATICS AND ASTRONOMY

Professor SHIVELY
Associate Professors BURTON, SMITH
Instructor BOPP

Mathematics has been called the Queen of the Sciences by the great Karl Friedrich Gauss (1777–1855). In its purest form it is considered as a model of deductive science. On the other hand, much of the history of the subject is associated with practical applications. The curriculum offered by the Department of Mathematics reflects both of these aspects of the subject. Courses in pure mathematics are offered as well as courses which are designed to help an undergraduate student seeking a liberal education see how mathematics might be applied.

Majors in the department usually plan their programs for the first three years around a strong group of modern but fundamental courses in algebra, analysis, and geometry. Those majors who plan to continue their studies for advanced degrees at the best graduate schools have a choice of suitable electives to be taken during their senior year.

Departmental majors who plan to pursue careers in the field of mathematics immediately after graduating from Lake Forest College may obtain the strongest possible preparation by choosing appropriate electives during their junior and senior years.

A third group whose needs the curriculum is designed to handle consists of those students who do not plan to major in the department but who need mathematics in varying amounts in order to excel in their own special fields.

The Mathematics Department also offers two astronomy courses, and lists among its equipment two reflecting and one refracting telescope. At least one of these telescopes is available once a week to students, faculty, and other interested persons to view the planets, the moon, the constellations, etc.

RALPH L. SHIVELY, *Chairman*

Mathematics

The minimum requirement for the major includes Mathematics 12a,b,c; 21a,b,c; 35a,b; and 36. Additional elective courses in mathematics and at least one year of physics are strongly recommended.

12a,b,c *Calculus with Analytic Geometry* FWS

Introduction to plane and solid analytic geometry. Limits, continuity, derivatives and applications. The Riemann integral and applications. Infinite series and partial differentiation. The third quarter will include first order differential equations and second order differential equations with constant coefficients. Prerequisite: Three and one-half years of high school mathematics or the permission of the instructor.

21a,b,c *Advanced Calculus* FWS — MR. SHIVELY

This course is an introduction to real variables. Topics included are set theory, a detailed study of derivatives and integrals, the theory of convergence, and functions on metric spaces. Some theory of differential equations and advanced techniques of solving differential equations are integrated into the course in appropriate places. Prerequisite: Mathematics 12c.

22 *Symbolic Logic* W — MISS KIBENS

Deductive systems, modern methods of notation, computer applications. This course is cross-listed with the Department of Philosophy and is usually taught by that department. When elected as a mathematics course, it will carry mathematics credit.

33 *Mathematical Physics* S — MR. SHIVELY

Special functions and partial differential equations of mathematical physics. Orthogonality. Laplace transforms, Fourier transforms. Prerequisite: Permission of the instructor. (In alternate years. Offered in 1967–68)

34 *Numerical Analysis* W — MR. BURTON

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Permission of the instructor. (Offered as needed)

35a,b *Introduction to Algebra* FW — MR. SMITH

The integers and the real numbers. Group theory, rings, integral domains, and fields. Linear vector spaces, matrix theory, determinants. Prerequisite: Permission of the instructor.

36 *Higher Geometry* S — MR. BURTON

Projective and non-Euclidean geometry, and an introduction to differential geometry. Prerequisite: Mathematics 35a,b.

37 *Mathematical Probability* S — MR. SMITH

Sample spaces, distributions, law of large numbers, central limit theorem, random variables, generating functions, sampling hypothesis testing, confidence methods, and regression analysis. Prerequisite: Mathematics 12c. (In alternate years. Offered in 1967–68.)

41 *Topology* W

Introduction to set theory and point set topology. Prerequisite: Mathematics 21c, 35b, 36. (In alternate years. Offered in 1967–68.)

45 *Seminar* F — MR. BURTON

Topics to be announced. Prerequisite: Permission of the instructor.

Courses Not Counted Toward the Major

11 *Elementary Algebra and Trigonometry* F,S — MISS BOPP

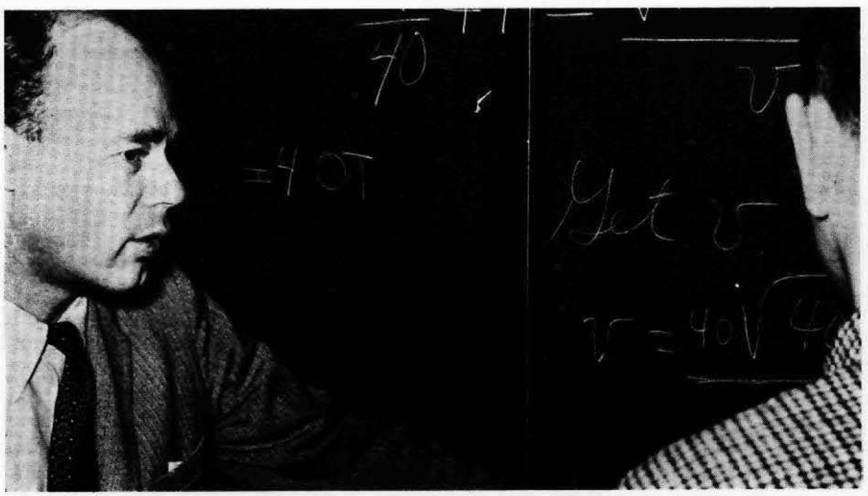
Binomial theorem and mathematical induction. Radian measure, trigonometric functions and their properties. Complex numbers, elementary theory of equations, determinants.

14 *Introduction to Modern Mathematics* W — MISS BOPP

A terminal course for non-mathematics majors. The emphasis will be on principles and concepts rather than on techniques. Such topics as logic, set theory, axiom systems, the real numbers, measure and integration, limits, continuity and differentiation, and probability will be studied.

15 *Elementary Probability and Statistics* F — MR. BURTON, MR. SMITH

Elementary probability, distributions, sampling, statistical inference, regression and correlation.



Professor Burton

Astronomy

11a,b *General Astronomy* WS — MR. BURTON

Causes of the seasons, eclipses, tides, phases of the moon, and stellar, planetary, and lunar motions; the calendar, determination of time, the telescope, the sun, planets and satellites, comets and meteors; theories about the origin, development, and structure of the stars and galaxies. Prerequisite: Mathematics 11 or its equivalent. (In alternate years. Offered in 1966–67.)

PHILOSOPHY

Professor SHARVY
Assistant Professors ** KALAS, LESSING
Instructors ALTON, HANSEN, KIBENS, SEIBERT

Philosophy has traditionally been understood to be a love of wisdom. By wisdom is meant knowledge about the great issues of life; not the specialized descriptive knowledge sought by the sciences. Philosophy focuses on the principles that make intelligible our ordinary experience of the world and our knowledge of the fields of art, morals, religion, and science. Sometimes philosophy has been described as the study of truth, beauty, and goodness. Some of the questions asked by the philosopher are: What are the general traits of reality? What can we know and how do we know it? How can we justify our moral judgments? How can we justify our esthetic judgments? What is science? What is religion?

Philosophy is not a settled body of demonstrated answers to these questions but is rather a love or pursuit of understanding. Philosophy is criticism—it is an activity of questioning about meaning that results in the ability to think and speak about the fundamental issues of life with clarity, consistency, and with regard for the facts. Instead of adding new facts to the totality of human knowledge, philosophy clarifies and deepens our understanding of the knowledge we already possess. We can escape philosophy, but only at the cost of living with a set of vague and contradictory beliefs about the issues of major human concern. The basic case for philosophy was made long ago by Socrates when he said, "The unexamined life is not worth living."

The program of courses in the philosophy department is offered with three groups of students in mind. First, for all of the students, the introductory course as well as the courses in ethics and the history of philosophy should be of interest and value. Second, students who have a special interest in religion, one of the sciences, or in literature and the fine arts, can examine the basic concepts, assumptions, and principles of their subject by taking the appropriate course from the junior level sequence in philosophy of art, philosophy of science, and philosophy of religion. Third, the philosophy major will take most of the above courses and then in the senior year do additional work in seminar and independent study. It is strongly recommended that a student majoring in philosophy take at least five courses in some one department other than philosophy.

The major in philosophy includes Philosophy 21; 23; 31a,b,c. Philosophy 21 is a prerequisite for all other courses in the department. Students intending to go to graduate school should take Philosophy 22.

ROBERT L. SHARVY, *Chairman*

21 *Introduction to Philosophy* F,W,S

Traditional logic as a tool for the reading of classic texts dealing with philosophical problems in religion, morality, art, and science.

** Leave of Absence, 1966–67.

22 *Symbolic Logic* W — MISS KIBENS

Deductive systems, modern methods of notation, computer applications.

23 *Ethics* S — MR. ALTON

Morality and its concepts of good and bad, right and wrong.

31a,b,c *History of Philosophy* FWS

Problems of reality and knowledge. F—Greek and Medieval; W—17th and 18th centuries; S—19th and 20th centuries.

33 *Classics of Philosophy* F — MR. SHARVY

Concentration on one of the following philosophers: Plato, Aristotle, Hume, Kant.

35 *Philosophy of Science* S — MR. LESSING

Emphasis on problems in the social sciences: induction, scientific explanation, models.

36 *Philosophy of Religion* F — MR. ALTON

God and His relation to the world and to man; the relation of faith to reason; the problem of evil. (In alternate years. Offered in 1966–67.)

37 *Philosophy of Art* W — MR. HANSEN

The nature of a work of art; esthetic experience, artistic creation, relation of art to nature, and the basis of art criticism.

41 *History of Modern Thought* F,W,S

Historical, philosophical, and scientific foundations of modern political and economic thought. Required of all seniors.

45 *Seminar* S

PHYSICAL EDUCATION

Director WASYLIK
Staff DAU, HANKE, JAUCH, TRIPTOW

Freshman students normally register for physical education activity during the Fall Term. During this term the department will determine the level of physical fitness and proficiency. Those students who are considered to be physically fit and who show proficiency in two sports, of which one must be an individual sport, will be considered as having fulfilled the College requirement in physical education activity.

PHYSICS

Professor JENSEN
Associate Professor ** DONNALLY
Assistant Professors FABER, JEONG
Lecturer WILSON

Physics is a most important part of the total of modern man's knowledge. Some understanding of its principles and their application seems essential for all educated men and women. While the contributions of physics to technology, the military, medicine, and its sister sciences is well-known, its impact on modern thought in the areas of politics, literature, the arts, theology, and philosophy is perhaps not sufficiently appreciated.

The study of physics provides an opportunity to gain insight into these matters and to see how this science has and is playing an important role in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

There are two introductory courses in physics offered by the College. Physics 12 should be selected by those students who have had calculus or are taking it concurrently. Those less well prepared mathematically should begin with Physics 11. Either course satisfies the College laboratory science requirement and also prepares a student for taking the more advanced courses.

The major includes 11a,b,c or 12a,b,c; 21; 22

HARALD C. JENSEN, *Chairman*

11a,b,c *General Physics* FWS

The fundamental laws and principles of physics. Competency in algebra and trigonometry is assumed. Four classes and one three-hour laboratory per week.

12a,b,c *General Physics* FWS

The same topics as Physics 11 except that calculus is used. Four classes and one three-hour laboratory per week. Prerequisite or corequisite: Mathematics 21a,b.

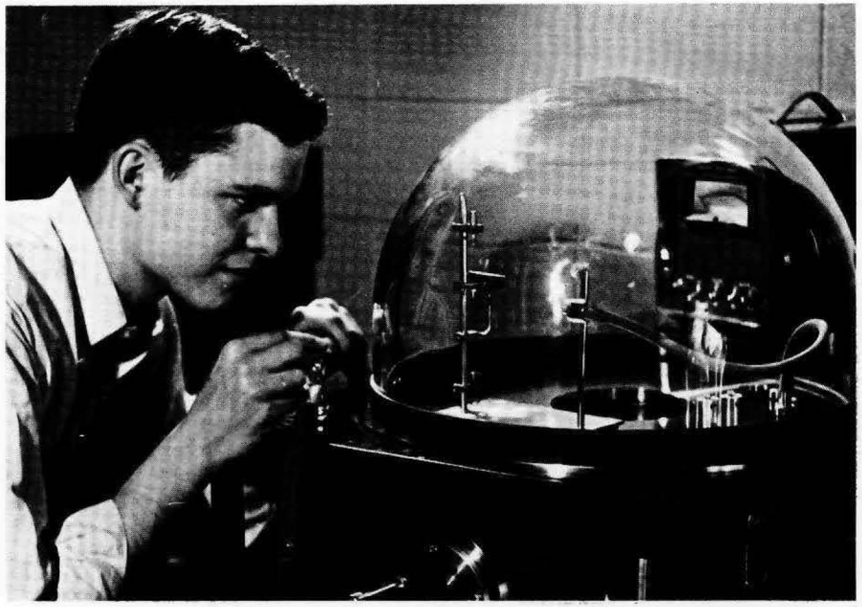
21 *Atomic and Molecular Physics* F — MR. JENSEN

The structure of atoms and molecules from the viewpoint of theory and experiment. Special relativity. Four classes and one three-hour laboratory per week. Prerequisite: Physics 11c or 12c and Mathematics 21a,b. The latter may be taken concurrently.

22 *Nuclear Physics* W — MR. JENSEN

The properties and structure of the nucleus as deduced from nuclear reactions. Nuclear models. Four classes and one three-hour laboratory per week. Prerequisite: Physics 21 and Mathematics 21a,b. The latter may be taken concurrently.

** Leave of Absence, 1966–67.



23 *Thermodynamics* — MR. FABER

The fundamental ideas of temperature, heat, and reversibility; some emphasis on statistical methods. Five classes per week. Prerequisites: Physics 11c or 12c and Mathematics 21a,b (Calculus).

24 *Electronics* S — MR. WILSON

Thermionic, photoelectric, and solid state devices and their applications in rectifiers, amplifiers, oscillators and trigger circuits. Three classes and two three-hour laboratories each week. Prerequisite: Physics 11c or 12c and Mathematics 21a,b (Calculus).

31a,b *Electricity and Magnetism* FW — MR. JEONG

Classical electricity and magnetism leading up to Maxwell's Equations and their applications. Four classes and one three-hour laboratory per week. Prerequisite: Physics 22 and Mathematics 31 (Differential Equations) The latter may be taken concurrently.

32 *Physical Optics* S — MR. JEONG

Electromagnetic waves related primarily to optical phenomena. Some attention to longer waves. Four classes and one three-hour laboratory each week. Prerequisite: Physics 31 and Mathematics 31 (Differential Equations).

41a,b *Analytical Mechanics* FW — MR. FABER

Mathematical physics in the field of mechanics culminating in the Lagrangian and Hamiltonian formulations. Five classes per week. Prerequisites: Physics 31 and Mathematics 31 (Differential Equations).

45 *Seminar* S — MR. FABER

PSYCHOLOGY

Professor FORGUS
Assistant Professors GOLDSTEIN, GRAHAM, KRANTZ, ** RAINS, SPIES
Lecturer ‡ SPANER

Psychology is a scientific discipline which takes as its province the study of behavior. The traditional problems of social adjustment, compounded by the impact of modern technology, have made constructive application of the insights of modern psychology sorely needed in every field of modern life. The Department of Psychology thus frankly accepts as its responsibility the teaching of psychology not only as a body of experimental knowledge, but also as a science to be applied to the tasks of life, because the resolution of personal, national, and international conflicts will continue to be relatively ineffective until the psychological dimensions of these problems are assimilated.

To this end the department is guided by the following considerations:

First, psychology must contribute to the liberal arts purpose of the College, which is stated as the facilitation of mental growth. While realizing there is no easy road to human understanding, we can help meet this purpose by contributing to the development in our students of the attitudes necessary for acquiring such understanding in interdisciplinary perspective. This we can do by analyzing and modifying the myths which are held about such central human concerns as "mind," race, personality, sex, and morality.

Second, for students who are studying psychology as preprofessional training for such fields as industry, law, medicine, guidance, teaching, theology, and social work, we should present a scientific approach to the critical areas of interpersonal relations such as motivation, learning, mental health, and rehabilitation.

Finally, we recognize that the extraordinary and widespread need for sound psychology in the technologically complicated modern world, the critical shortage of trained psychologists, and the amazing amount of financial assistance available should make *preparation for graduate school the primary incentive* of both the students and the professors. We hope particularly that our students will be attracted to the profession of college teaching in addition to research, clinical psychology, and other varieties of applied psychology, such as counseling and psychotherapy. With this in mind the program focuses around experimental courses and training in individual research. This core is augmented by a rich extracurricular program highlighted by the activities of Psi Chi, national honorary society of psychology, and by periodic student-professor seminars of the entire department. The development and nurturing of a critical mind is the best

** Leave of Absence, 1966–67.
‡ Part-time teaching, 1966–67.

preparation for life and graduate school. The psychological services center is an integral part of this total approach to human growth.

The major includes Psychology 11; 21; 31; 32; 33; 41; 44; 45 and at least one selection from the other courses offered. Psychology 11 is a prerequisite to all other courses in the department. Students planning to major in psychology should take biology in their freshman year. All psychology majors are urged to devote at least one term to an independent research project.

RONALD H. FORGUS, *Chairman*

11 *Introduction to Psychology* F,W,S

The basic principles of behavior, including development, learning, sensory physiology, perception, thinking, motivation, emotion, measurement, intelligence, personality, and social interaction.

21 *The Development of Personality* F,W,S

Human behavior, emphasizing child development, and stressing the integration of experimental and clinical methods.

22 *Analysis of Social Behavior* F — MR. KRANTZ

Analysis of social perception, conformity, attitude formation and change, and social conflict, with emphasis on research and methodology.

24 *Tests and Measurements* F — MR. GRAHAM

The essentials of psychological testing, including theory of test construction and the use of psychological tests in psychology and education.

31 *Experimental Design and Statistics* F,S — MR. GOLDSTEIN

Experimental design, statistical inference and quantitative methods, with emphasis on basic statistical concepts and computational methods.

32 *Learning* W — MR. GOLDSTEIN, MR. SPIES

Experimental and theoretical analysis of the scientific approach to the study of basic learning processes, including problem solving and concept formation. Prerequisite: Psychology 31.

33 *Motivation* S — MR. FORGUS

Analysis of the origin and arousal of motives, including a coverage of emotions, conflicts, frustrations, guilt, and anxiety. Prerequisites: Psychology 31 and 32 or permission of the instructor.

35 *Abnormal Psychology* W — MR. GRAHAM

Origins, treatment, and case studies of the common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 21.

36 *Experimental Research* W

Original research by the student. Prerequisite or corequisite: Psychology 31.

37 *Physiological Psychology* F — MR. SPIES

A study of the physiological mechanisms underlying sensation, perception, motivation, and learning, with emphasis on brain functions. Demonstrations with live preparations, and laboratory. Prerequisite: a course in biology or permission of the instructor.

41 *Modern Psychology in Historical Perspective* F — MR. KRANTZ

Contemporary systematic psychology in the light of its historical emergence from philosophical movements, mainly in Britain and Germany. Prerequisite: Senior standing.

44 *Perception and Cognitive Development* F — MR. FORGUS

Principles of the development and organization of perception, learning, and thinking with emphasis on their interrelationship. Prerequisite: Psychology 31.

45 *Seminar* S — MR. KRANTZ, MR. SPIES

Critical analysis of contemporary research and theory in psychology with a view toward integration and prognosis (open to psychology majors only). Prerequisite: Senior standing.

Professor Forgus

RELIGION

Professors BARTLETT, SMUCKER
Assistant Professors D. COLE, CROWELL, ** KALAS

Religion, which deals with the meaning and purpose of human life, and with the nature of human commitment, is an inescapable concern of every human being. It is the purpose of the Department of Religion to deal with these inescapable issues.

The courses which the department offers are intended partly to provide students with some understanding and appreciation of the contributions which religious thought and movements have made to human aspirations and achievement, and partly to provide students with resources to help them in thinking through their own religious beliefs.

Because of the nature of religious concern and the issues with which it deals, it is inevitable that great human creations in art and literature should have serious religious import and that religious literature should contain some of the greatest expressions of man's mind and spirit. Religious belief and practice have played so influential a role in both human society and individual development that an understanding of it is essential to serious study of man and his culture. No study of our own cultural heritage can be complete without such understanding.

The study of religion is an academic discipline calling for rigorous application of scholarly methods. In all classes the methods and conclusions of modern scholarship are employed. Since the student body is religiously diverse, every class contains persons with different backgrounds and points of view. Instructors and students alike are expected to respect positions other than their own. Religious faith and practice can be viewed in a detached manner, and students are, of course, free to employ this approach in religion courses. But investigation in the field of religion can hardly be expected to be very lively unless students are willing to join their instructors in subjecting all positions, including their own, to rigorous criticism. While the department gives primary, although not exclusive, attention to Christianity as understood from the Protestant perspective, it is not the purpose of the department to indoctrinate or to propagandize, but rather, in an atmosphere of serious, penetrating, and free inquiry, to help equip students to make sound judgments for themselves on religious matters.

A major in religion normally includes courses in the Old and New Testaments, the history of Christian thought, Christian ethics, and philosophy of religion, with additional electives, including some independent study. It should be understood that students preparing for church vocations need not major in religion, although they may do so. The seminaries believe that a broad liberal education is the best preparation for later theological study. While a pre-ministerial student should take a number of courses in religion

** Leave of Absence, 1966–67.

as an undergraduate, his options for a major include several other departments in addition to religion. Members of the department gladly give advice in this matter. Students who view seriously the church's need for responsible, educated laity are also encouraged to major in religion. Most of the courses in the department are open as electives to any interested student. Courses at the 20 level will meet the graduation requirement in religion.

DAN P. COLE, *Acting Chairman* (1966–67)

21 *Old Testament* F,W — MR. COLE

The character of the Hebrew religion, its development in relation to the history of Israel, and forms of its expression in literature.

22 *New Testament* W,S — MR. CROWELL, MR. SMUCKER

The life of Jesus, the rise of the early church, and expressions of its faith.

25 *Introduction to Religious Understanding* F,S — MR. CROWELL, MR. KALAS

An inquiry into the religious mode of understanding as this bears upon the major problems and dimensions in human existence.

27 *Christian Ethics* F,W — MR. CROWELL, MR. SMUCKER

Basic issues relating to Christian conduct: revelation and natural law, love and justice, perfectionism and relativism; application to concrete contemporary problems in the social order.

31 *Living Religions* F — MR. BARTLETT

Some of the major religious traditions of the world, with readings in their scriptures, primary attention being given to religions of the Far East. (In alternate years. Offered 1966–67)

32 *Religion in America* W — MR. SMUCKER

The historical development of religion in America and the interplay of religious, social, and cultural factors. Special attention to the rise of religious pluralism. Prerequisite: One of the courses on the sophomore level (numbered in the twenties). (In alternate years. Offered in 1966–67)

33 *Judaism* S — MR. ZENNER

The historical development and the present structure of Jewish religious life and thought. Prerequisite: Religion 21. (In alternate years. Offered in 1967–68)

34a,b *History of Christian Thought* — MR. KALAS

Principal trends and major thinkers in the development of Christian theology. a. Apostolic, patristic, and medieval thought; b. theological developments from the Reformation to the present. (In alternate years. Offered in 1967–68.)

36 *Philosophy of Religion* F — MR. ALTON, MR. KALAS

God and His relation to the world and to man; the relation of faith to reason; the problem of evil.

SOCIOLOGY AND ANTHROPOLOGY

Associate Professors MILLS, ** ROOS
Assistant Professors CSIKSZENTMIHALYI, GERASIMO
Instructors MCCORKLE, PRESCOTT

The disciplines of sociology and anthropology share an interest in the structures and processes of society and culture, although they diverge in their subjects of study. Typically, sociology studies the so-called civilized society, while social and cultural anthropology has concentrated on the understanding of the pre-literate peoples of the world. The rise of new nations, the far-reaching distribution of technical knowledge, and the expansion of communication has rendered the traditional focii of sociological and anthropological study somewhat obsolete. With increasing frequency, a sociologist will find himself in a market town in Nigeria studying social class, while correspondingly, an anthropologist will be devoting more attention to questions such as the "culture of poverty" in urban slums.

We expect some of our majors will go to graduate school, but we have two other equally important goals. First, the student is helped to understand how narrow, dogmatic, and ethnocentric most human beings are. Once he has accepted this painful fact, he is in a better position to apprehend the terrible complexity of human social life. On this basis then, rests our second task—to develop in students an ability for intelligent and responsible social criticism.

Why do we see these goals as important?

Each of us has been socialized in a community of adults interested in incorporating into our characters a certain style of life. Most of us have been taught to accept, with very little questioning, the beliefs, goals and norms of our culture. The consequence of this process is that we tend to be ethnocentric, that is, we assume that our way of life is perfect. Ethnocentrism results in our looking down on people who differ from us, and of course we judge them by our standards, not theirs. Another way of saying this is that we have been indoctrinated into the biases and errors as well as the truths available in our culture.

A liberal arts education, and the disciplines of sociology and anthropology, make it possible for us to become aware of the process noted above. Such awareness is the first step in our further growth and development. Sociology and anthropology make available to us a set of concepts which aid us in viewing ourselves and our society objectively and critically. In a sense we develop the ability to get outside of ourselves and our society, and to view ourselves as others see us. This ability is essential if we are to become free, intelligent, objective, and critical participants in modern life.

Students who major in sociology and anthropology are urged to take courses in departments whose field of study bears on problems in which the student is interested. For example, the student interested in broad social processes should take as much history as possible, while the student interested in primary social interaction should examine the courses of the Psy-

** Leave of Absence, 1966–67.

chology Department. The student not only gains fresh insight into his problem, but is reminded of the essential unity of human knowledge.

The major includes sociology and anthropology. There are not separate majors in sociology and in anthropology. The major includes Sociology and Anthropology 11, 21, or 22, and 35a,b,c. Mathematics 15 (elementary statistics) or Psychology 31 (experimental design and statistics) is required of all majors.

JERRY GERASIMO, *Chairman*

11 *Human Society* F,W,S

The bio-social nature of man; the universal characteristics of human societies; the variations from one society to another; and the nature of the change from precivilized to civilized society.

21 *Primitive Society* W,S — MR. MILLS, MISS PRESCOTT

The diversity of preliterate societies, prehistoric and contemporary, the characteristics which set them off from civilized societies, and the methods by which they are known.

22 *Civilized Society* F,W,S — MR. CZIKSZENTMIHALYI, MR. GERASIMO

The distinctive features of civilized society with special emphasis on the origins, concomitants and consequences of agricultural, urban and industrial revolutions.

31 *Experimental Design and Statistics* (See Psychology 31)

32 *Religious and Political Institutions* W — MR. GERASIMO

Comparative study of the role of custom, power, authority, ritual, myth and ideology in folk, urban, and mass societies.

33 *Family and Education* F,W — MISS PRESCOTT

Comparative study of process of socialization through the life cycle in folk, urban, and mass societies, with special emphasis on the role of family and education in this process (Psychology 21 recommended before taking this course).

34 *Work and Leisure* W — MR. MCCORKLE

Comparative study of work and leisure in folk, urban and mass societies; their changing meaning through time and their relation to other aspects of society.

35a,b,c *Theory and Method in Anthropology and Sociology* FWS
MR. CSIKSZENTMIHALYI, MR. MCCORKLE

Nature and aspects of theories selected from the writings of men such as Comte, Pareto, Durkheim, Marx, Freud, Kroeber, Malinowski, Levi-Strauss, Riesman, Merton and others. Application of some basic concepts in the philosophy of science to the analysis of the assumptions underlying specific theories and methodologies; study and critique of procedures used to test propositions in anthropology and sociology. The completion of a library or empirical research centered on the analysis of theory and method in a specific field of anthropology or sociology.

42 *The Group and the Person* F — MR. GERASIMO

Theory and research in problems of personality and social structure, personality and culture, personal influence, elementary social behavior and small groups. Prerequisite: Sociology and Anthropology 31, 32, or 33.

43 *Social Structure* S — MR. MCCORKLE

Theory and research in problems of demography, urbanization, race and ethnic relations, social class, social differentiation, occupations and bureaucracy. Prerequisite: Sociology and Anthropology 31, 32, or 33.

44 *Culture* F — MR. MILLS

Theory and research in problems of the evolution and nature of culture and its relation to man. Prerequisite: Sociology and Anthropology 31, 32, or 33.

45 *Seminar* S — MR. GERASIMO

Sociological and anthropological theory. (Typically a student would normally be expected to have taken a 40-level course before taking the seminar)

WESTERN CIVILIZATION

Western Civilization is a three-term course required of all freshmen. The first term focuses on Greece; the second term on Rome and the Middle Ages; the third term on the Renaissance and the Reformation. Major emphasis is on reading great books in literature, philosophy, religion, and history written during these periods, and on analysis, in small discussion groups, of these books. Some of the writers studied are: Homer, Herodotus, Aeschylus, Sophocles, Thucydides, Plato, Aristotle, Virgil, Lucretius, Augustine, Aquinas, Dante, Boccaccio, Machiavelli, More, Luther, Calvin, Shakespeare, and Cervantes.

Students also meet in larger groups for lectures which provide historical continuity and suggest interpretations of the readings. In addition, students write at least three papers each term which are evaluated on both content and mechanics. Thus, the course aims at improving reading, writing, and discussion skills along with its major purpose of stimulating a greater awareness of the values that have gone into the making of the modern mind.

FOREST W. HANSEN, *Chairman*

11a,b,c *Western Civilization* FWS

The background of western civilization through the study of the institutions, thought, and literary expression of Greece, Rome, the Middle Ages, the Renaissance, and the Reformation.

The late Adlai Stevenson

Clinton Rossiter

Gerard Piel

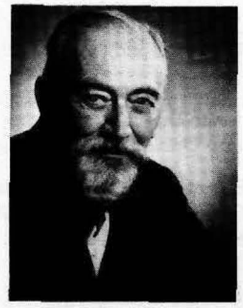
STUDENT LIFE

Recognizing that students learn from one another as powerfully as from their teachers, the College has embarked upon a long-range program of research into all phases of student life, seeking to identify and to strengthen those aspects of out-of-classroom education which encourage responsibility and maturity in the pursuit of excellence, while discouraging and gradually eliminating those aspects which nourish irresponsibility, immaturity and the cultivation of mediocrity. In this enterprise, students, faculty, and the administration are joined to develop the best possible relationship for all concerned.

Cultural Activities

An office was established several years ago to help make students aware of opportunities offered in music, art, and drama in Chicago: here students can obtain information, be assisted in buying tickets (at student rates), and arrange bargain transportation and travel. This office is located in the geographic center of the campus and is staffed by students who not only arrange details, but are eager to convey their personal enthusiasm for the outstanding cultural events in the city.

This office is also the planning center for on-campus cultural events throughout the academic year. The student Cultural Activities Board and the committees associated with it make arrangements for convocations, informal lectures, exhibits, recitals, the annual film series, and other programs. They strive for a balanced schedule which will be informative, stimulating, and controversial. Drawn to the esthetic, they look for the new in poetry, art and song. Close personal involvement in these activities has added to the individual student's responsibility for extracurricular life on the campus and has added a dynamic character to the events listed on the weekly *College Calendar*.



Moses Hadas

Morris Carnovsky

Calendar of Representative On-Campus Events 1965-66

September	22	Opening Convocation: President Cole
October	5	Poetry Reading: Kenneth Rexroth
	8	Homecoming Concert: Josh White
	12	Lecture: "The Economics of Abundance," Gerard Piel
	16	Fall Conference Lecture: "The Creative Significance of Death," Rollo May
	20	Convocation: "Mankind May Not Make It Through," Robert Osborn
	29	Concert: Son House, Delta blues singer
November	3	Convocation: "Eye Witness Report on Red China," Mark Gayn
	10	Concert: The Symphony String Quartet, Chicago Symphony Orchestra
	11	Garrick Players: "Ballad of the Sad Cafe," by Edward Albee
	13	Film Series: "The Great Dictator"
	22	Exhibit: Children's Art from Japan
	29	Lecture: "Ideological Differences Between East and West: Their Practical Significance in Regard to the Problems of Peaceful Coexistence," Valerian V. Mikhailov, first secretary, Soviet Embassy, Washington, D.C.
December	2	Christmas Concert: Lake Forest College Choir, Madrigals
January	10	Special Program: Dick Gregory
	12	Convocation: "Cooperation and Conflict in Southeast Asia," Prof. Gilbert F. White, University of Chicago
	21	Lecture: "The Family of Man," Barbara Ward
	23	Beta Beta Beta Honorary Initiation: "Medical Support of the Man in Space," Dr. George J. Kidera
	26	Lecture: "The Emotional Power of Tragedy," Prof. W. B. Sanford, Trinity University, Dublin
	29	Film Series: "Winter Light"
February	4	Concert: The New Lost City Ramblers
	11	Exhibit: Photography in the Fine Arts IV
	14	Master Class: Jazz Dance with Gus Giardano
	23	Lecture: "Direct Report from Viet Nam: A Military Assessment," Capt. Warne D. Mead
	24	Stentor sponsored conversation on journalism: Mr. and Mrs. Robert McLaughlin (associate editor, *Time*, former editor, *Glamour*, respectively)
	25	Garrick Players: "Tiger at the Gates," by Jean Giraudoux
March	7	Campus Christian Fellowship Book Discussion: *Doing the Truth*
	8	Film: "Mainland China," commentary by Myra Roper
April	1	Concert: The Staple Singers
	7	Lecture: "An Astronomer's Appraisal of UFO Phenomenon," Prof. J. Allen Hynek, Northwestern University
	17	Conference on Foreign Affairs: "Israel, After 5,000 Years," featuring the Honorable Avraham Harman, ambassador to the U.S.
	28	Concert: Contemporary Chamber Players, University of Chicago
May	11	Lecture: "Architecture: Problems and Potential," Edward D. Dart
	16	Convocation: "The New Morality and College Students," Prof. Joseph A. Fletcher, Episcopal Theological Seminary, Cambridge, Mass.
	31	Concert: Lake Forest College Choir
June	11	Commencement: Ben W. Heineman, Chairman, Chicago and North Western Railway Company

"The Lark," by Jean Anouilh

Publications

The publications of the student body are edited and managed by students, and governed by the student Communications Board. *The Stentor,* weekly College newspaper, is the voice of the faculty and the students. *The Forester,* published annually in the fall or spring, is the College yearbook. *Tusitala,* a fine arts magazine of the College, is ordinarily published in the autumn and spring, and includes work by both students and faculty. Each spring students publish *Configuration,* a magazine of writing from other campuses. *WLFC,* the campus radio station, has a daily broadcasting schedule devoted to music, campus news, and special programs.

Students interested in any phase of writing, editing, reporting, photography, broadcasting, or art are invited to volunteer for these enterprises.

Dramatics

Alpha Psi Omega, a national dramatics honorary fraternity, each year sponsors three major productions in addition to evenings of one-act plays and a Children's Theatre. It also provides talent for the radio and television shows sponsored by the College. Any student, whether or not he is enrolled in speech or drama courses, is eligible to audition for any of these activities.

Music

In addition to a variety of courses in applied music, in theory, and in music education, interested students may try out for the choir, concert chorale, and pep band. Numerous concerts by professional musicians are presented annually and music students and faculty give recitals throughout the year. Frequent trips to Chicago, with discount tickets provided by the Cultural Activities Office, offer the opportunity to hear the great orchestras and artists of the world. Qualified students may join the Lake Forest Community Orchestra.

Specialized Interests

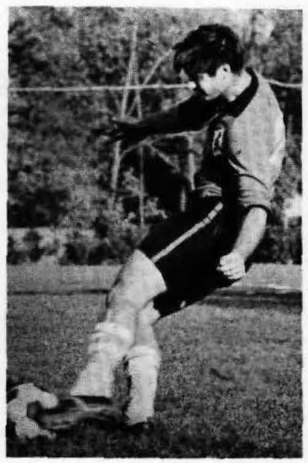
A variety of specialized groups are active on campus. They include such clubs as Beta Beta Beta (*national honorary in biology*), Psi Chi (psychology honorary), the Student Affiliates of the American Chemical Society, Student Section of the American Institute of Physics, Association Internationale des Etudiants en Sciences Economique et Commercial, International Relations Club, Human Relations Committee, Young Republicans, Young Democrats, Jacobin Club, Bridge Club, and others.

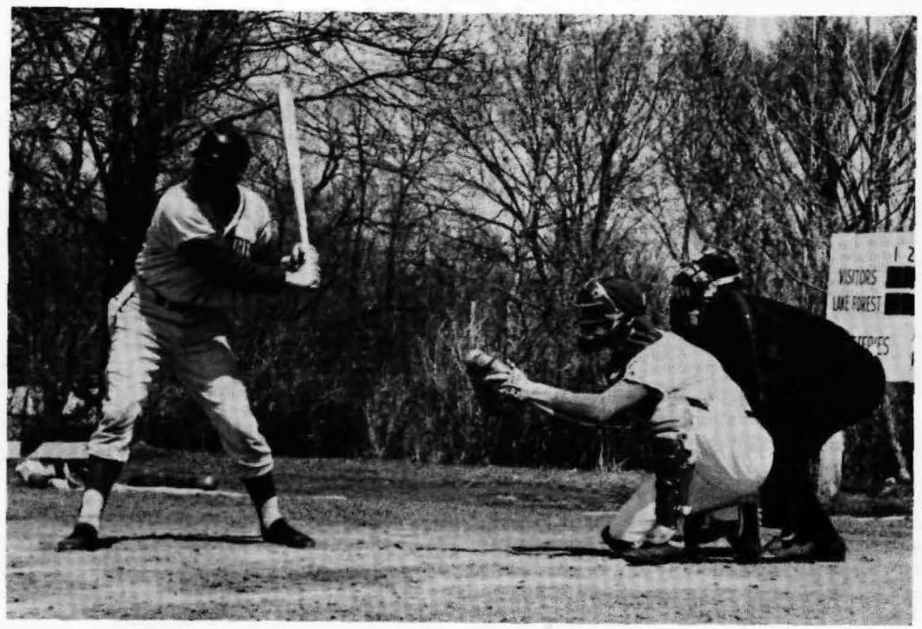
Athletics

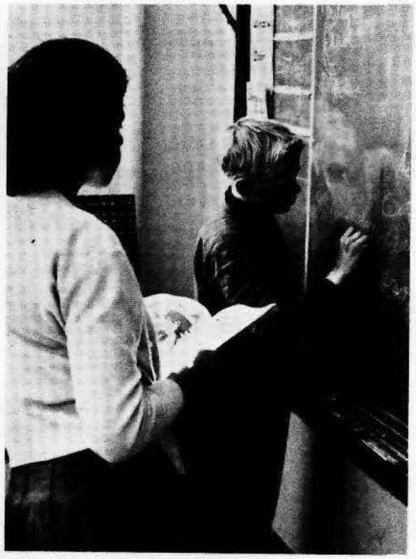
Keen competition with colleges throughout the Middle West is provided by Lake Forest's varsity athletic program, which includes baseball, basketball, football, golf, hockey, soccer, tennis, track, and wrestling. Intercollegiate sports are so organized that any student, male or female, who is scholastically eligible may try out for a team. Lake Forest belongs to no athletic conference and there are no special scholarships or grants for athletics. Contests are scheduled with such colleges as Beloit, DePauw, Carleton, Earlham, Grinnell, Kalamazoo, Knox, Lawrence, and Oberlin.

In addition, every student may participate in Lake Forest's intramural athletic program, which offers in addition to the aforementioned sports, touch football, volleyball, softball, badminton, field hockey, rugby, riding, and other sports in which interest is shown.

The sports center to be built during the 1966–67 year will add facilities for handball, squash and swimming. It will include a new gymnasium, tennis courts and track.







The Tutorial Project

The Lake Forest College Tutorial Project was begun in 1963 as an outgrowth of a College conference, "The Crisis in Race Relations." President Cole supported its formation as "the one practical place where students could make a significant contribution to the solution of the crisis in race relations now."

Within two months of the first idea of a tutorial project, eighty students were involved in tutoring at five Waukegan schools and at Firman House, a settlement house in Chicago.

In the three years the Tutorial Project has been in operation, it has continued working with the two original projects, and has added Henry Booth House, a Hull House Association member, and PREP, an educational project of the American Friends Service Committee. The number of participating students has grown from the original eighty to over 130, and a government grant through the Office of Educational Opportunity is pending to supplement the working budget provided by the College's Community Government Association and annual benefits.

In working with tutees on a weekly, one-to-one basis, and through field trips to the Chicago Art Institute, the Museum of Science and Industry and other cultural centers in Chicago, the aim of the Tutorial Project is to help these children to improve their personal outlook on their achievements, and to strengthen their hopes and chances for successful lives, as well as for successful careers in school.

Religious Activities

Religion at Lake Forest reflects a great degree of diversity and tolerance as well as a deep concern for fundamental human values. The beliefs of each member of the College community are respected.

The religious portion of campus life is often devoted to experiments with fresh and creative patterns of concern. The Religious Activities Federation and the various groups associated with it have been principally responsible for annual conferences concerned with a particular country or region of the world and with the American social and religious condition. Recent conferences have included studies of the racial crises and of life in India, Africa, South America, and Scandinavia.

Organizations in the R.A.F. include Canterbury Club, Catholic Guild, a Christian Science group, a Jewish activities group, Lutheran Students Association, a Society of Friends, Unitarian Fellowship, and United Campus Christian Fellowship.

The College continues its affiliation with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. The major denominations are all represented on the campus and Protestant, Catholic and Jewish congregations are located nearby.

Chapel services and convocations are held each Wednesday in the First Presbyterian Church adjacent to the campus. The College Chaplain, members of the faculty, students, and occasional visiting ministers or other guests speak at these services.

Residence

All students are required to live in college residence halls unless they are married or live at home with their parents.

There are 10 residence halls, providing living space for 530 men and 450 women. Half of the total residence space has been built since 1963. Much of the remainder has been completely renovated within the past two years. All rooms are furnished with bed, mattress, pillow, dresser, telephone, desk and lamp. About half of the rooms also have draperies and rugs.

A new Commons was completed in 1962, containing central dining facilities for all residents plus meeting rooms and recreational facilities for undergraduates and faculty. The original Commons was converted into a coffee shop and lounge where students and faculty may meet on an informal basis. The College bookstore is located here as well.

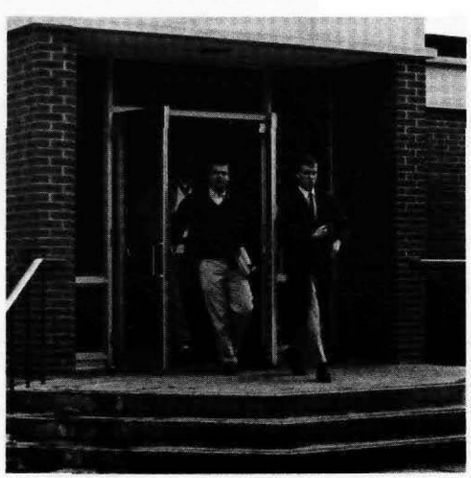
Dormitory life at Lake Forest is built around the philosophy that each unit is self-contained. The several men's units compete with one another in intramural athletics, and dorm rules are determined by the students of each unit. Self-government in the dorms is but another phase of the Lake Forest tradition which permits the students as much freedom and attendant responsibility as possible.

In contrast to many colleges, the fraternities and sororities of Lake Forest are located in College owned upperclass dormitories. Freshmen may not join fraternities or sororities. There are no dining facilities in these units; all Lake Forest students eat together in the Commons.

The fraternities include DiGamma Alpha Upsilon, Delta Chi, Kappa Sigma, Tau Kappa Epsilon, and Phi Pi Epsilon; the sororities: Gamma Phi Theta, Tau Delta Theta, and Chi Omega Chi. Residence Hall bodies include Blackstone Hall, Bradley Lodge, Deerpath Hall, Gregory West, Harlan Hall, Lois Hall, Moore Hall, Nollen West, and Roberts Hall.

Automobiles

Students who drive automobiles must register them in the office of the Dean of Students. Junior and senior resident students and all students who live at home are allowed cars. No student may have a car on campus unless he carries public liability and property damage insurance. A detailed list of regulations governing the use of automobiles is issued at the time cars are registered.



Health Services

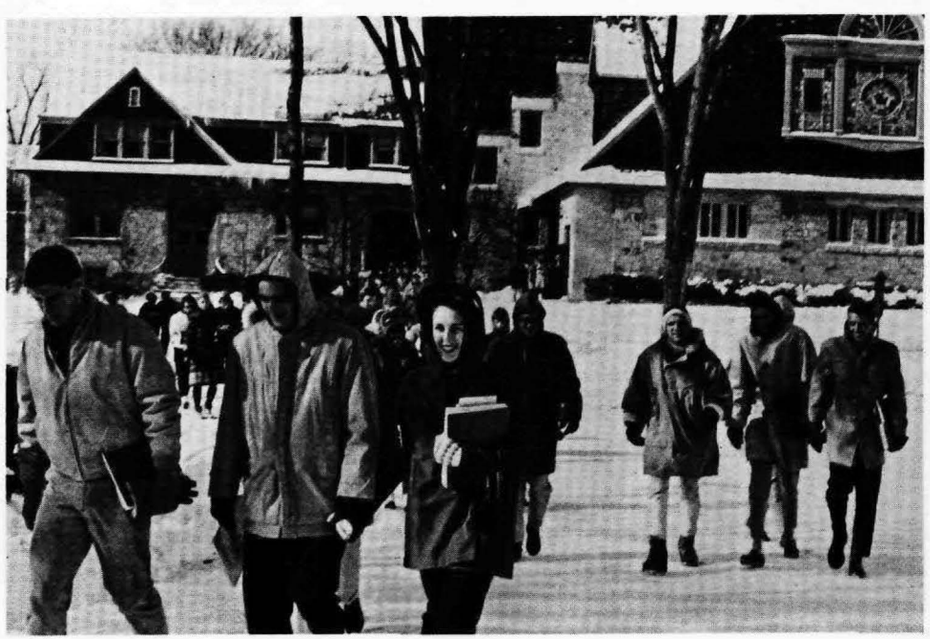
Recognizing that sound physical and mental health are important to satisfactory academic work, the College provides a physician and a registered nurse, available during certain hours of the day and on call, who are experienced in student health problems.

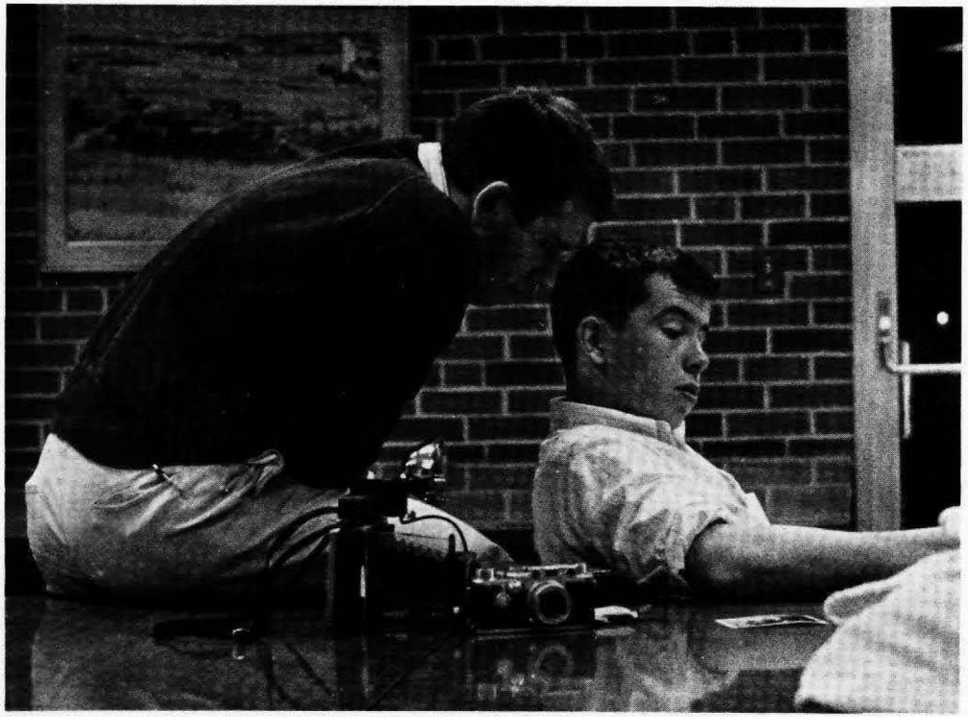
In addition, the College has a psychological services center designed to assist with the personal, emotional, and social problems of its students. The services of the center are free except for a small charge for the administering of tests.

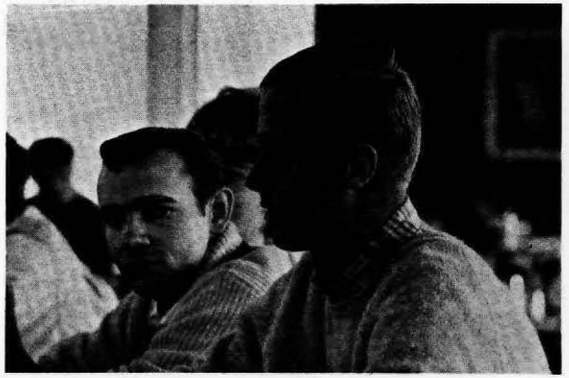
All new students must submit a record of a recent complete physical examination in addition to a smallpox vaccination within the past five years, prior to entrance. In a similar manner, all students must present proof of a negative chest x-ray or negative skin test each year.

Rising medical costs demand that medical insurance be carried by each student. Resident students are automatically covered by a group plan carried by the College. Commuting students will be covered if they apply. The plan pays a major portion of incurred medical costs.

Hospitalization in the new and well-equiped Lake Forest Hospital is available to students who need it.







Guidance

Beginning with orientation week and continuing until graduation, the College makes available to its undergraduates guidance and counseling facilities in order to help them develop the maturity and responsibility that are an integral part of the learning process. The Dean of Students devotes much of his time to planning and coordinating student activities in order to insure a wide diversity of intellectual, cultural, and social opportunities.

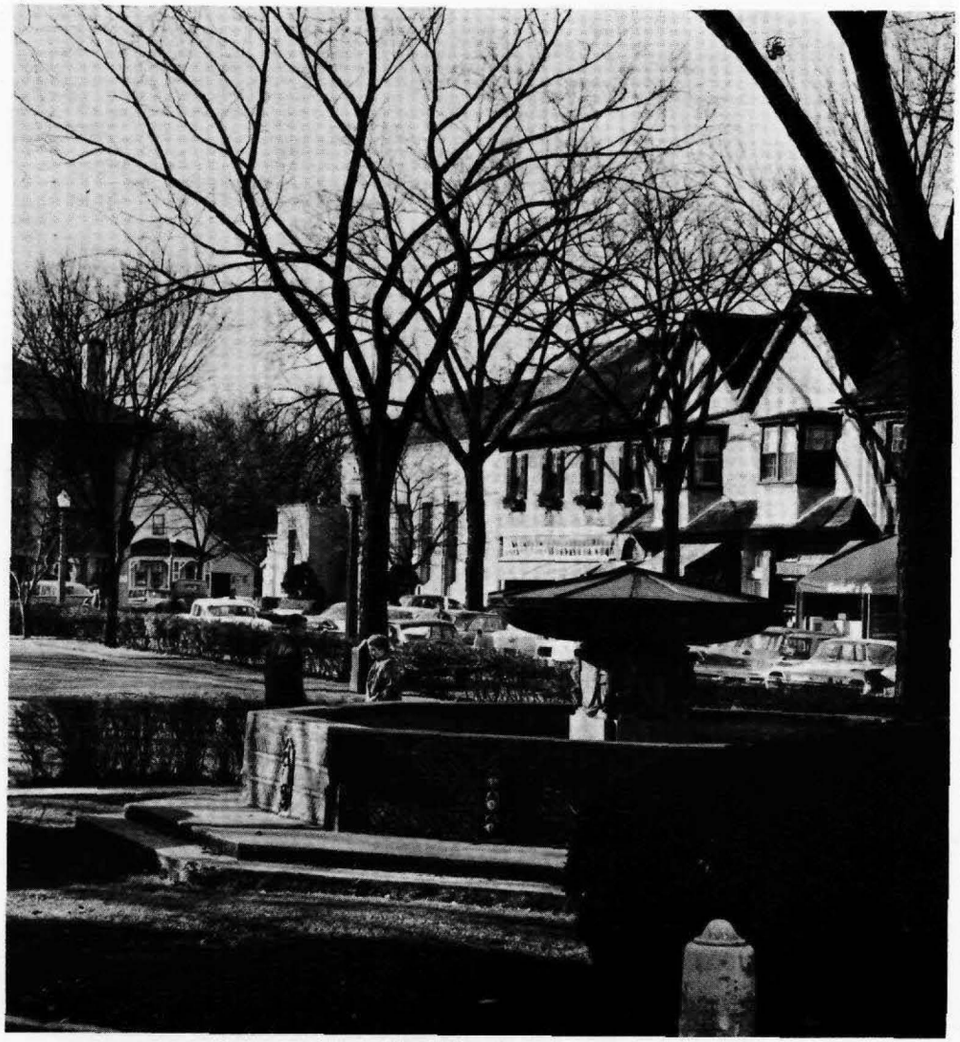
Coupled with the Dean's office, the faculty of Lake Forest is available for guidance. Each student in his freshman year has one of the faculty as his advisor. Normally, by his sophomore year each student selects a major department and throughout the remaining three years, the student may seek the advice of the department chairman on an informal basis to exchange ideas and viewpoints.

The College carefully selects each year several upperclass men and women who serve as advisors in the dormitories. These students help keep the dorms operating smoothly and they initiate and enforce some of the dormitory rules.

The basic standards which apply to all Lake Forest students are (1) respect for the right of an individual to have and express beliefs different from those of his fellows, whether they be political, religious, or social points of view; (2) respect for the property of the College and of individuals, and responsibility toward those properties in the event of loss or damage; (3) the honorable use of one's signature; (4) compliance with local, state, and national laws.

The College reserves the right, and the student concedes to the College the right, to require withdrawal of any student at any time who falls below the standards of Lake Forest. Other disciplinary action may be taken as deemed appropriate for the circumstances.

To round out the guidance and personnel program, the College employs a full-time director of placement. By coordinating job interviews and by making the literature of various industrial concerns available to students and alumni, the College continues to place its graduates in a wide range of careers. This office also secures many jobs for students who wish to work part-time while in college.



The Village Square

DIRECTORIES

Trustees

(The first date in parentheses indicates the year of election to the board)

Officers

Ernest H. Volwiler, *Chairman*
Elliott Donnelley, *Vice Chairman*

Members Emeriti

(The second date in parentheses indicates length of service)

Francis Beidler II (1933), *President,* Santee River Cypress Lumber Company (1933–64).

John L. Clarkson (1939), *Vice President,* Alexander & Alexander, Inc. (1939–61).

Chester R. Davis '18 (1942), *Senior Vice President* (ret.), Chicago Title & Trust Co. (1942–64).

Joseph B. Fleming (1933), *of counsel,* Kirkland, Ellis, Hodson, Chaffetz & Masters (1933–62).

Raymond Moore '20 (1933), *Superintendent* (ret.), Lake Forest High School (1933–60).

Carroll H. Sudler (1954), *Partner,* Sudler & Co. (1954–64).

Charter Trustees

Class of 1966

George R. Beach, Jr. (1955), *Midwest Regional Manager,* Electrochemicals Department (retired), E. I. DuPont deNemours & Company
Elliott Donnelley (1942), *Vice Chairman,* R. R. Donnelley & Sons Company
C. Daggett Harvey (1959), *Vice Chairman,* Fred Harvey
Eric Oldberg (1964), *Head,* Department of Neurology and Neurological Surgery, University of Illinois, College of Medicine
Ernest H. Volwiler (1950), *President* (retired), Abbott Laboratories
Harris E. Wilder (1933), *Vice President,* The Illinois Company

Class of 1967

William C. Bartholomay, Jr. '55 (1960), *President,* Olson, Bartholomay, Inc.
John J. Borland (1960), *Vice President,* Continental Illinois National Bank and Trust Company
Lowell M. Negley '29 (1963), *Western Manager,* Fortune Magazine, Time, Inc.
Mrs. William R. Odell (1950), Lake Forest, Illinois
Mrs. Gordon H. Smith (1962), Lake Forest, Illinois
J. Howard Wood '22 (1944), *President and Publisher,* The Tribune Company

Class of 1968
James R. Getz (1962), Lake Forest, Illinois
William B. Graham (1962), *President,* Baxter Laboratories
Irving Seaman, Jr. (1964), *Chairman of the Board,* National Boulevard Bank, Chicago
Mrs. Solomon B. Smith (1962), Lake Forest, Illinois
Philip L. Speidel '19 (1951), *Chairman of the Board,* First National Bank of Lake Forest
Harold Blake Walker (1956), *Pastor,* First Presbyterian Church of Evanston

Class of 1969
Francis C. Farwell II (1958), *Partner,* William Blair & Company
Augustin S. Hart, Jr. (1964), *Vice President,* International, The Quaker Oats Company
Kenneth F. Montgomery (1964), *Partner,* Wilson and McIlvaine
Kenneth Russ '51 (1965), *Chairman of the Board,* State Bank of Whiting
Frank L. Spreyer '35 (1961), *Vice President,* Jewel Tea Company, Inc.
Gilbert F. White (1964), *Professor of Geography,* The University of Chicago

National Trustees

Class of 1966
William E. Roberts '38 (1958), *President,* Ampex Corporation
Thomas E. Sunderland (1954), *Chairman of the Board,* United Fruit Company

Class of 1967
John H. Haugh '31 (1965), *Majority Leader,* Arizona House of Representatives
Wesley G. Carey '31 (1965), *Partner,* Carey, Terry, Dwyer, Austin, Cole & Stephens

Class of 1968
Eugene P. Berg (1965), *President,* Bucyrus-Erie Company
Gardner Brown (1965), *Limited Partner,* White Weld and Company

Class of 1969
Arnold W. Carlson '28 (1965), *Vice President and Assistant to President,* Time, Incorporated

President Cole

The Faculty

(The date in parentheses indicates the year of original appointment to the faculty)

William Graham Cole (1960), B.A., Columbia College; B.D., Union Theological Seminary; Ph.D., Columbia University; LL.D., Grinnell College; D.D., Colgate University
President of the College

Madeline Ashton (1945), B.A., University of Kansas; A.M., Smith College; Ph.D., University of Illinois
Professor of French, Emerita

Harold Bartlett Curtis (1926), B.A., Ph.D., Cornell University
Professor of Mathematics, Emeritus

Solly Albert Hartzo (1930), A.B., Washington and Lee University; A.M., Columbia University
Professor of Government, Emeritus

Bruce Lineburg (1924), B.A., Ohio University; M.A., Ph.D., Johns Hopkins University
Professor of Biology, Emeritus

Edward Oscar North (1941), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Karl Adolph Roth (1927), B.D., Oberlin College; M.A., Northwestern University
Associate Professor of Religion, Emeritus

Sterling Price Williams (1927), B.A., Polytechnic College; M.A., University of Texas; Ph.D., The University of Chicago
Professor of Philosophy and Psychology, Emeritus

Bruce Scott Alton (1966), B.A., M.A., University of Western Ontario; B.D., McGill University
Instructor in Philosophy

Donald E. Bartlett (1958), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion on the William Bross Fund

Stephen Beal (1962–64, 1966), B.A., Williams College
Instructor in English

Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Assistant Professor of English

David I. Berg (1958–59, 1965), B.A., Northern Michigan College; M.A. University of Michigan
Instructor in French and Spanish

Martha Lydia Biggs (1937), B.A., Lake Forest College; M.S., University of Illinois
Librarian

R. Gordon Bingham, Jr. (1966), B.A., Middlebury College; M.A., Northwestern University
Instructor in Economics

John W. Bixler (1963), B.S., Lakeland College; Ph.D., University of Minnesota
Assistant Professor of Chemistry

‡Ernest C. Bonhivert (1965), B.S., M.A., Northwestern University
Lecturer in Education

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Associate Registrar and Instructor in Mathematics

Ann D. Bowen (1952), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Associate Professor of Music

Lindley J. Burton (1952), A.B., A.M., Ph.D., Harvard University
Associate Professor of Mathematics

Kenneth R. Calkins (1963), B.A., Haverford College; M.A., Ph.D., The University of Chicago
Assistant Professor of History

Dan P. Cole (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
Assistant Professor of Religion

John Clifford Converse (1949), B.S., M.A., Kent State University
Assistant Professor of Dramatic Art and Director of Dramatics

John W. Coutts (1955), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry

Rosemary E. Cowler (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Associate Professor of English

George H. Crowell (1956–58, 1964), A.B., Princeton University; B.D., Th.D., Union Theological Seminary
Assistant Professor of Religion

Mihaly Csikszentmihalyi (1965), B.A., Ph.D., The University of Chicago
Assistant Professor of Sociology and Anthropology

Michael Edward Dau (1966), B.A., Lake Forest College
Coach and Physical Education for Men

Esther DeMerritt (Mrs. John E.) (1959), Grinnell College
Assistant Director, Office of Admissions

†Marvin C. Dilkey (1955), B.A., DePauw University; Ph.D., Cornell University
Professor of German

Norma E. Dombrock (1966), B.A., St. Olaf College; M.A., University of Wisconsin
Instructor in Biology

‡Walter F. Donlan (1965), A.B., Harvard College; M.A., Northwestern University
Instructor in Classics

**Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Professor of Physics

William L. Dunn (1949), B.A., University of Illinois; Ph.D., University of Wisconsin
Provost and Dean of the Faculty

‡ Part-time Teaching
† Sabbatical Leave of Absence, 1966–67
** Leave of Absence, 1966–67

Jacob Wardwell Edwards (1966), B.A., M.A., Trinity College (Conn.)
Director, Office of Admissions

Theodore R. Ellis, III (1964), A.B., Duke University; M.A., Northwestern University
Instructor in English

‡Grace Goodrich Enthof (Mrs. E. W.) (1954), B.F.A. Ed., M.A. Ed., School of the Art Institute of Chicago
Lecturer in Art Education

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Assistant Professor of Physics

Ronald H. Forgus (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology

Jonathan Fuller Galloway (1966), B.A., Swarthmore College
Instructor in Government

*Jean-Luc Garneau (1964), B.A., Seminaire De Quebec; Certificats en Latin, Francais, et Linguistique, Universite Laval, Quebec
Instructor in French

Jerry Gerasimo (1962), B.A., Lake Forest College; M.A., Ph.D., The University of Chicago
Assistant Professor of Sociology and Anthropology

Frederic A. Giere (1962), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Associate Professor of Biology

Henry Goldstein (1962), B.A., New York University; Ph.D., State University of Iowa
Assistant Professor of Psychology

John R. Graham (1965), B.A., DePauw University; M.A., Ph.D., University of North Carolina
Assistant Professor of Psychology and Director of Psychological Services

William D. Grampp (1966), A.B., University of Akron; A.M., Ph.D., University of Chicago.
Visiting Professor of Economics

‡Rosemary D. Hale (Mrs. George) (1946), A.B., Mount Holyoke College; M.A., American University
Lecturer in Economics

Nancy Hanfelder (1966), B.S., Northwestern University; M.L.S., University of Illinois
Assistant Librarian

Alvin H. Hanke (1954), B.A., Carroll College; M.A., University of Wisconsin
Director of Intramural Sports for Men, Physical Education for Men and Coach

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin
Instructor in Philosophy

Richard Watson Hantke (1942), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History

Ingrid H. Henkels (1964), B.A., Indiana Central College; M.A., The George Washington University
Instructor in German

‡ Part-time Teaching
* Fall Term

Ann Louise Hentz (1956), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Associate Professor of English and Secretary of the Faculty

†H. Murray Herlihy (1957), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics on the Ernest A. Johnson Fund

Howard H. Hoogesteger (1951), B.S., M.Ed., Springfield College
Dean of Students

Gaida M. Hughes (1962), B.A., M.A., University of Texas; M.A., University of Colorado
Lecturer in Russian

‡Robert E. Huhn (1959), B.A., University of Akron; Mus.B., Oberlin College; Sac.Mus.M., Union Theological Seminary
College Organist

Vivian R. Jansen (Mrs.) (1963), B.S., Colorado State University
Instructor in Biology

Harriette E. Jauch (Mrs. Richard) (1962), B.S., Northwestern University
Physical Education

Harald Christen Jensen (1942), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics on the Beidler Fund

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Assistant Professor of Physics

**John W. Kalas (1962), B.A., North Central College; B.D., The University of Chicago; Ph.D., Columbia University
Assistant Professor of Philosophy and of Religion

Maija Kibens (1965), B.A., Mount Holyoke College; M.A., University of Michigan
Instructor in Philosophy

Frank E. Kirby (1963), B.A., Colorado College; Ph.D., Yale University
Assistant Professor of Music

Barbara B. Klein (1966), B.A., Kalamazoo College; M.A. in L.S., University of Michigan
Assistant Librarian

Laura K. Klingbeil (Mrs. Jack E.) (1965); B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Assistant Professor of Psychology

Joann Harrington Lee (Mrs. Douglas) (1950–51, 1960) B.A., University of Missouri; M.A. in L.S., University of Michigan
Assistant Librarian

Arthur Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Assistant Professor of Philosophy

Charles D. Louch (1957), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Associate Professor of Biology

† Sabbatical Leave of Absence, 1966–67
‡ Part-time Teaching
** Leave of Absence, 1966–67

Elizabeth Teter Lunn (Mrs. Richard) (1930–35, 1946), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology

H. Lowen Marshall (1966), B.Mus.Ed., Shenandoah Conservatory of Music; Mus.M., College-Conservatory of Music (Cincinnati)
Instructor in Music and Director of the College Choir

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Associate Professor of Chemistry

Roy James McCorkle, Jr. (1966), B.A., The College of Wooster; M.A., University of North Carolina
Instructor in Sociology and Anthropology

Waldo B. Mead (1963), B.A., Carleton College; B.D., Yale University; M.A., Duke University
Instructor in Government

George T. Mills (1964), B.A., Dartmouth College; M.A., Ph.D., Harvard University
Associate Professor of Sociology and Anthropology

W. Gordon Milne (1951), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English

Alexander F. Mitchell (1965), M.A. (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art History

‡Carol Gayle Moodie (Mrs. Thomas I.) (1966), B.A., Swarthmore College; M.A., Columbia University
Lecturer in History

Thomas I. Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Assistant Professor of History

‡Willis C. Mortensen (1960), B.A., M.A., Northwestern University
Lecturer in Education

Louis F. Mustari (1965), B.A.Ed., M.A.Ed., Art Institute of Chicago
Instructor in Art History

Herbert A. Nicholaus (1942), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin; C.P.A. in Wisconsin and Illinois
Professor of Economics

Walter W. Pese (1946), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History

Suzanne M. Prescott (1965), B.A., Lake Forest College
Instructor in Sociology and Anthropology

Joan E. Rahn (1961), B.S., Western Reserve University; M.A., Ph.D., Columbia University
Assistant Professor of Biology

**Jack Dean Rains (1961), B.A., Texas Western College; Ph.D., University of Arizona
Assistant Professor of Psychology

‡ Part-time Teaching
** Leave of Absence, 1966–67

Edwin Clark Reichert (1946), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education

Bertha Reynolds (1946), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics

Ellin J. Ringler (1964), B.A., Wellesley; M.A., University of Connecticut
Instructor in English

David J. B. Robey (1966), B.A., New College, Oxford
Instructor in French

Jeffrey C. Robinson (1966), B.A., Harvard College; M.A., The University of Chicago
Instructor in English

**Donald E. Roos (1956), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Sociology and Anthropology

Arkadij Rossol (1964), B.A., M.A., University of Wisconsin
Instructor in Russian

Richard R. Runge (1963), B.S., M.S., Ph.D., University of Illinois
Assistant Professor of Biology

Francine K. Saltoun (Mrs. André) (1961), Baccalauréat, Lycée de St. Germain; Licence d'Anglais, Sorbonne; M.A., University of Wisconsin
Lecturer in French

Erwin Peter Sanders (1966), University of Vienna
Instructor in German

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Professor of Art

David William Seaman (1966), B.A., The College of Wooster; M.A., Stanford University
Instructor in French

Charles Henry Seibert (1966), B.A., Wesleyan University; M.A., Tulane University
Instructor in Philosophy

Robert Lee Sharvy (1946), B.A., The University of Chicago; M.A., University of Illinois; M.A., Ph.D., Northwestern University
Professor of Philosophy

Ralph L. Shively (1965), B.S., M.A., Ph.D., University of Michigan
Professor of Mathematics

‡ Sholom A. Singer (1964), B.A., Yeshiva University; M.A., Columbia University; Ph.D., University of Chicago
Lecturer in History

‡Clara Louise Slack (1958); B.S., Indiana State Teachers College
Lecturer in Education

Charles S. Smith (1962), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics and of Music

Donovan E. Smucker (1959), B.A., Bluffton College; B.D., Princeton Theological Seminary; M.A., Ph.D., The University of Chicago
Professor of Religion and Chaplain of the College

** Leave of Absence, 1966–67
‡ Part-time Teaching

‡Fred E. Spaner (1961), B.S., College of the City of New York; M.S., Northwestern University; Ph.D., Purdue University
Lecturer in Psychology

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Assistant Professor of Spanish

Gordon D. Spies (1964), B.A., Sir George Williams University; M.A., Ph.D., Cornell University
Assistant Professor of Psychology

John G. Sproat (1963), B.A., San Jose State College; M.A., Ph.D., University of California (Berkeley)
Associate Professor of History

Edward John Starshak (1966), B.A., St. Joseph's College; M.A., Northwestern University
Instructor in Economics

Robert J. Steamer (1962), B.A., Bucknell University; M.A., University of Virginia; Ph.D., Cornell University
Professor of Government on the D. K. Pearsons Fund

Lewis A. M. Sumberg (1965), B.A., State University of New York (Albany); Docteur de l'Université, Sorbonne
Professor of French

LuFay Anderson Sweet, II (1963); B.A., Lafayette College; M.S., Bucknell University
Assistant Dean of Students

M. Leroy Thompson (1962), B.A., Concordia College; Ph.D., Indiana University
Assistant Professor of Chemistry

‡Frank H. Townsend (1961), B.A., Williams College; M.A., Ph.D., The University of Chicago
Lecturer in Education

Richard F. Triptow (1959), B.S., M.A., DePaul University
Coach and Physical Education for Men

Ruth C. Volpe (Mrs.) (1950), B.A., Lake Forest College; M.A., Northwestern University
Registrar

Arthur W. M. Voss (1941), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English

Mark D. Warden (1965), B.A., Capital University; M.A., University of Chicago
Instructor in Government

Nicholas J. Wasylik (1958), B.S., Ohio State University; M.A., Columbia University
Director of Intercollegiate Athletics, Coach, and Physical Education for Men

George T. Weiner (1962), B.A., Grinnell College; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Economics

John D. Wenum (1965), B.A., Lake Forest College; M.A., Northwestern University
Instructor in Government

Gordon E. White (1965), B.A., M.A., University of Colorado
Assistant Director of Admissions

‡ Part-time Teaching

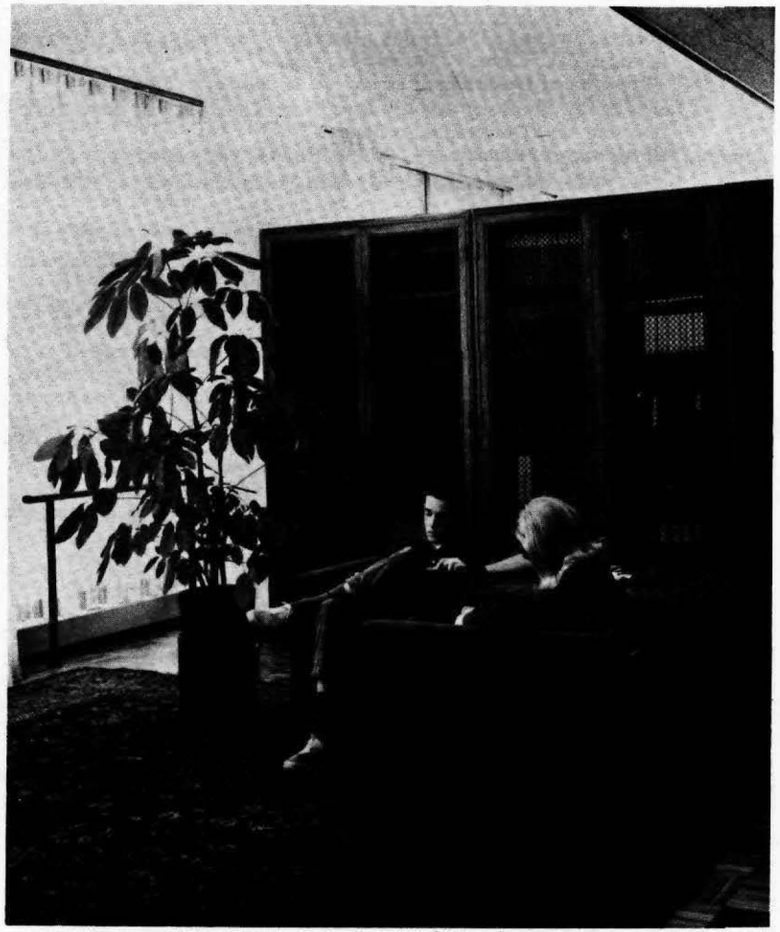
Ronald Boal Williams (1923), B.A., M.A., Ph.D., State University of Iowa
Research Professor of Spanish

Wallace R. Wilson (1965), A.B., Columbia University
Lecturer in Physics

Margaret Funderberg Wilton (Mrs. Richard) (1948–55, 1959), B.S., M.A., Northwestern University
Lecturer in Spanish

Isaac Wong (1963), Chung Chi College, Hong Kong; B.A., Baylor University; M.L.S., University of Oklahoma
Assistant Librarian

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Assistant Professor of History



Administrative Offices and Officials

Office of the President

William Graham Cole, *President of the College*

Office of Academic Affairs

William L. Dunn, *Provost and Dean of the Faculty*

Office of Admissions

Jacob W. Edwards, *Director*
Esther DeMerritt (Mrs. John E.), Gordon E. White, *Assistant Directors*

Library

Martha L. Biggs, *Librarian;* Nancy Ann Hanfelder, Joann H. Lee (Mrs. Douglas), Isaac Wong, *Assistant Librarians*

Office of the Registrar

Ruth C. Volpe (Mrs.), *Registrar*
Ruthane Bopp, *Associate Registrar*

Office of Student Personnel

Howard H. Hoogesteger, *Dean of Students*
Linda D. Hudson, *Assistant Dean of Students*
Lufay Anderson Sweet II, *Assistant Dean of Students*
Ruth Winter (Mrs. Edwin W.), *Director, Office of Cultural Activities*
Florence F. Krol (Mrs. Flath), *Director, Office of Placement and Personnel*
Paul H. Burgert, M.D., *College Physician*
Pearl Eiker (Mrs. Curtis C.), R.N., *College Nurse*

Head Residents

Georgia R. Bledsoe (Mrs. Amos), Lois Durand Hall
George L. Speros, McClure Hall
Jane P. Hon (Mrs. Jackson), Nollen Hall
Barbara W. Johnson (Mrs. L. H.), Deerpath Hall
Mary Knight (Mrs. Mallory), Moore Hall
Lufay Anderson Sweet II, Harlan Hall

Office of Business and Finance

John Munshower, *Business Manager and Assistant Secretary, Board of Trustees*
Theodore Carlus, *Controller*
Gwen Diemer, *Office Supervisor*
Eugene Lewandowski, *Purchasing Agent*
Dale G. Scott, *Manager, Bookstore*
Lawrence J. O'Donnell, *College Architect and Director, Physical Plant*
Alphonse Zabor, *Assistant Director, Physical Plant*
William G. Breining, *Manager, Office of Printing and Duplicating*

Office of Development

J. Sanford Doughty, *Director*
Herbert R. Stratford III, *Assistant to the Director*
Robert D. Amaden, *Director, Office of Alumni Relations*
David J. Henderson, *Director, Office of Publications*

Jean E. Kirchner (Mrs. Donald A.), *Director of Radio and Television*
Ellen C. Mosey (Mrs. Joseph G.), *Director, Office of Public Information*

The Alumni Association

Lake Forest believes that a person's association with books, ideas, and educational growth must not cease with the granting of the diploma. In keeping with this philosophy, the College encourages an active alumni organization, based upon the principle that it has a continuing responsibility to its graduates while counting on their dedicated support in return.

Services of the College to its alumni include monthly publication of News From Lake Forest College, quarterly publication of SPECTRUM, the College magazine, promotion of quintennial class reunions, and operation of the central offices on campus where records of addresses and biographical information, among other services, are maintained.

In addition, there is a class agent program whereby each class receives regular informal newsletters compiled and written by a volunteer class member, who also organizes the class's program of financial support to the College.

The Alumni Board of Governors

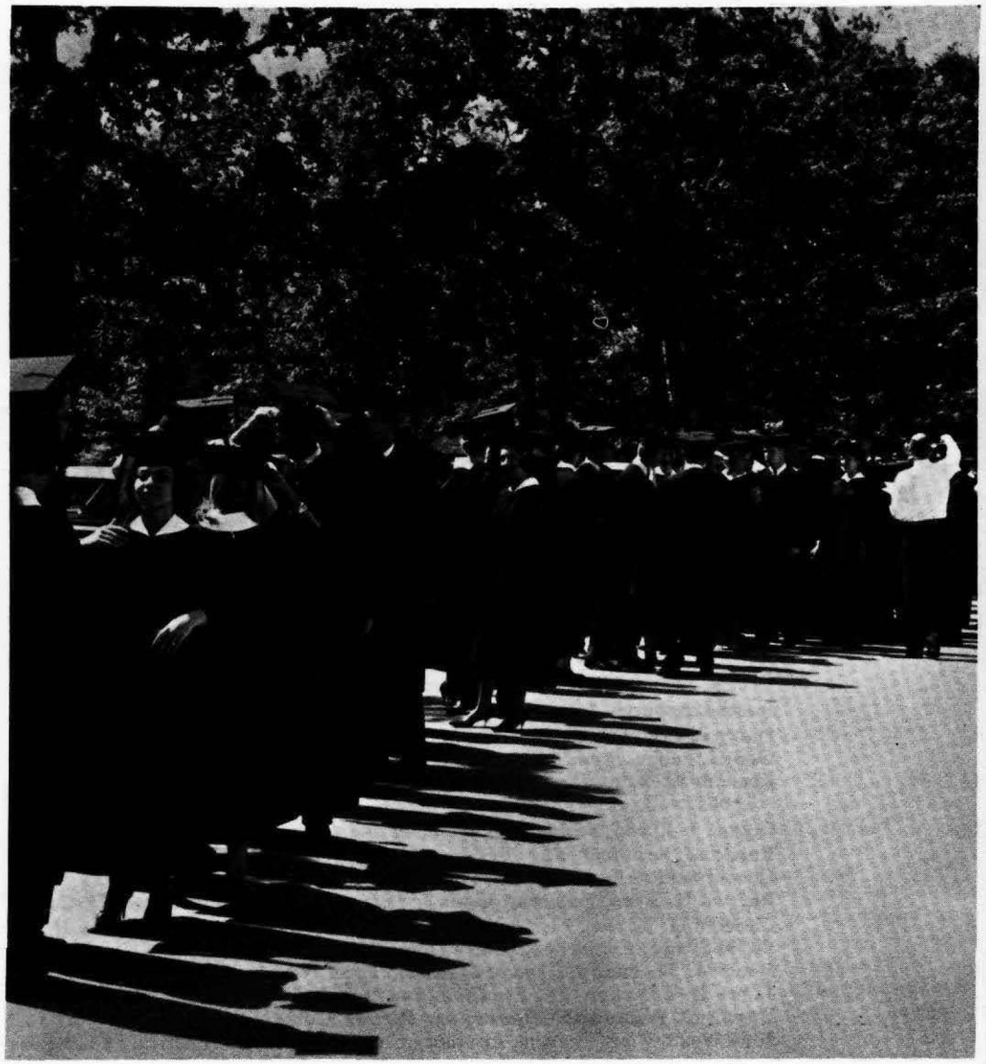
Daniel H. Brush, '51, *President*
Donald B. Baer, '50, *Vice-President*
Mary Longbrake, '35, *Vice-President*
Lowell M. Negley, Jr., '56, *Vice-President*
Ruth Bahlert, '22
Jean Jensen Bailey (Mrs. David M.), '50
William Cohen, '53
Murray R. Conzelman, '50
Auwell Fogarty, '39
Edwin L. Gilroy, '18
Ruth Brennan Howlett (Mrs. William), '39
John E. Katzler, '51
Michael P. Komar, '33
Phillip W. Lauman, '55
William A. Marbach, '43
Walter E. Meyer, '38
Lowell M. Negley, '29
Donald W. Pack, '53
Thomas D. Philipsborn, '49
Kenneth Russ, '51
Carl J. Scichili, '52
Elizabeth E. Sherwood, '28
Harry Wolf, Jr., '50

The National Parents Committee

In 1964, Lake Forest established a national committee consisting of parents of its students which provides leadership for College activities and interests in communities throughout the nation, encourages the interest of able potential students, and assists in financial support programs.

The Members

Eugene P. Berg, Chairman, *President and Chairman,* Bucyrus-Erie Company; Milwaukee
George H. Atherton, *Regional Manager,* F. W. Dodge Company, Division McGraw-Hill, Inc.; Chicago
Murray Bloom, Bloom Investors Company; Brooklyn
William A. Brennan, *President,* Falulah Paper Company; Fitchburg, Mass.
Robert C. Bresnan, *President,* Bresnan Construction Company; Alhambra, Calif.
Edgar C. Corry, *Executive Vice President and General Counsel,* North American Car Corp.; Chicago
DeForest Davis, *Attorney,* Wilkinson, Davis and Reynolds; Chicago
Frederic L. Day, Jr., *Architect,* Carl Koch & Associates, Inc.; Boston
Archibald R. Dunning, *Industrialist,* Athlone, Ltd.; Millwood, Va.
Clyde A. Eagles, *President and General Manager,* Storms Drop Forging Co.; Springfield, Mass.
Dexter Fairbank, *Account Executive,* Merrill Lynch, Pierce, Fenner & Smith, Inc.; Portland, Ore.
Fred W. Fairman, Jr., *Investment Broker,* Bache & Company; New York
Frank F. Fowle, *Attorney and Senior Partner,* Pope, Ballard, Uriell, Kennedy, Shepard & Fowle; Chicago
W. R. Gerstnecker, *Treasurer,* The Pennsylvania Railroad Company; Philadelphia
William A. Gordon, *Manager,* Plate Glass Sales, Pittsburgh Plate Glass Company
Richard P. Gripe, M.D., *Cardiologist,* Arnett Clinic; Lafayette, Ind.
Ellsworth Holaday, *Treasurer,* E. H. Sargent & Co.; Chicago
Daniel W. Holmes, *President,* Morrison Products Corp.; Cleveland
Samuel B. Horovitz, *Attorney,* Horovitz, Petkun, Rothschild, Locke & Kistin; Boston
Robert F. Hyland, *Vice President and General Manager,* KMOX-CBS; St. Louis
George Kidera, M.D., *Medical Director,* United Air Lines, Inc.; Chicago
James Lansburgh, James Lansburgh Real Estate Investments; Washington, D. C.
Harry P. Leadingham, *Resident Manager,* A. G. Becker & Co.; Milwaukee
Don G. Lebby, *President,* Atlas Steel Products; Cleveland
Kenneth W. Rahn, *First Vice President,* Northern Finance Corporation; Minneapolis
George J. Roche, *Senior Vice President and Director,* Fred Harvey; Chicago
Robert M. Schaffner, *Vice President,* Libby, McNeill & Libby; Chicago
Cooper Schieffelin, *Chairman,* Penn Yan Boats, Inc.; New York
Richard E. Steen, *President,* Lewis & Thos. Saltz, Inc.; Washington, D. C.
Carleton H. Stevens, *Vice President,* Langeler-Stevens Incorporated; New Haven
David Swope, *President,* Country Homes, Inc.; Ossining, N. Y.
James A. Thomason, *General Manager,* Time; New York
James R. Tompkins, Jr., *Electrical Engineer,* Bell Telephone Co.; Portland
Eugene D. Wadsworth, *Attorney and Partner,* Coudert Brothers; New York
John Wyatt, *Vice President,* Insurance Company of North America, Philadalphia



DEGREES, HONORS, ENROLLMENT

Degrees Conferred, 1965

Honorary Degrees

DOCTOR OF LAWS
Paul M. Angle, Director (ret.), Chicago Historical Society

DOCTOR OF LETTERS
Gwendolyn Brooks, Poet

DOCTOR OF HUMANE LETTERS
Edwin L. Gilroy, '18, Vice President, First Securities Company, Chicago

DOCTOR OF SCIENCE
Huston Smith, Professor of Philosophy, Massachusetts Institute of Technology

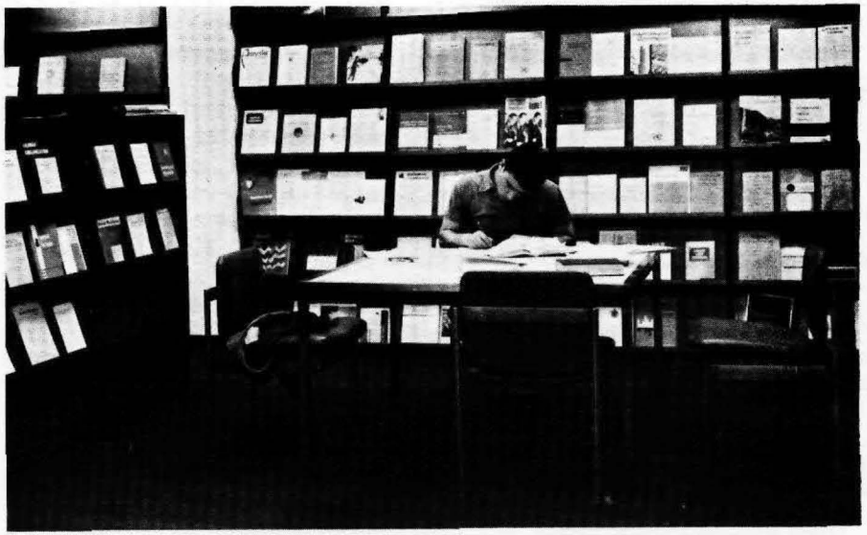
Bachelor of Arts Degrees

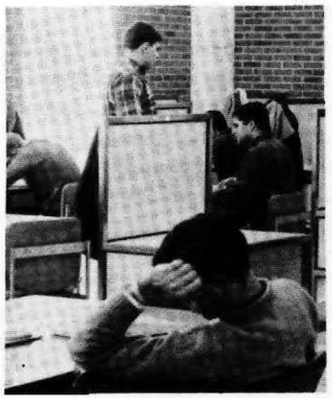
Astrid Aagaard, English
David Allen, Psychology
Florence Linda Amzallag, Spanish
Rae Helen Anderson, Music
Robert Davies Avery, English
Donald Dennis Baker, Psychology
Linda R. Baker, History
Ford Ballantyne III, Biology
Ann Ballenger, Art History
Henry Wadsworth Bidwell, History
David P. Blair, Biology
Richard Frederick Boes, American Civilization
Penny Whitney Bradshaw, American Civilization
Sharon Olivia Branch, Mathematics
Leonard Earl Brewster, Philosophy
Mary Judith Briggle, English
Betsey Adams Bryant, Chemistry
Nancy Ann Buczynski, Chemistry
Thomas Rey Burckhalter, Biology
Susan Price Butler, Psychology
Cynthia Francis Cameron, Sociology and Anthropology
Robert McClellan Carrigan, Jr., History
Helene Duane Castellanet, Sociology and Anthropology
Thomas Gary Clapp, Physics
Marcus Eliot Cohn, Sociology and Anthropology
Frank James Crane, Jr., Economics
Jacqueline Kay Davidson, Biology
Sandra Elizabeth Davis, Sociology and Anthropology
Stephen Hale Davis, Government
Paul L. DeBeer, Government
Thomas Doty Dupont, Psychology
Danielle Durham, English
Douglas Alan Eagles, Biology
Bonita Ann Ehlen, Sociology and Anthropology
Richard Louis Ehli, Economics
Dorothy Elaine Ellesin, Art History
Jean Fincher, Biology
James Thomas Findlay, English
William C. Fox, Economics
Allan Gerald Freedman, Sociology and Anthropology
Patricia Pauline Gandy, Spanish
Roger Newkirk Gaunt, American Civilization
Susan Elizabeth Gilkes, Russian
Robert Walter Goncoe, Economics
Emily Viola Gottlieb, History
Mary Virginia Green, History
George David Gruendel, Psychology

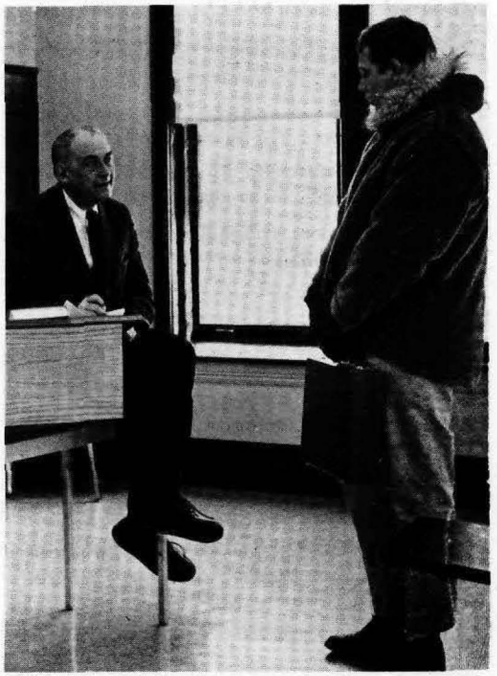
Brian Hall Guck, Economics
Cynthia Ann Gundlach, Spanish
Katharyn Dittmar Haslach, American Civilization
Joan Truesdale Hauter, Sociology and Anthropology
Margaret Sue Heffner, History
James Dolsen Hennings, Government
Linda Louise Hesler, French
Joseph Gilluly Hodges, Jr., American Civilization
David Jennings Hodgson, Biology
Diane Susan Hoppe, English
Sarah Louise Hulbert, Sociology and Anthropology
Richard Nelson Janick, Physics
Kenneth J. Jankauskas, Chemistry
Candace Louise Jaros, Psychology
Barrie Lynne Johnson, American Civilization
Philip Charles Johnson, History
Judith Anne Johnston, French
Raymond Walter Keller, English
Peter William Kessler, History
Abraham Sandford Kinderman, Economics
Harriet Ellen King, Government
Joan L. Kline, English
Carol Ann Kokinis, Spanish
Marianne Krueger, Philosophy
Lynne Bereathe Kulieke, Spanish
Nancy E. Lattimore, Economics
Clara Olson Leafblad, English
Susan Lee Leavitt, English
Charles Vanden Berg Lord, Economics
Linda Claire Lord, Psychology
Neil Lloyd Lovering, Government
Stephen Henry Lullmann, English
Judith Arden Lyons, English
Dorothy Marquardt, Psychology
Herbert Osgood McDowell III, History
Nathaniel Cowdrey Messimer, English
Donald Frederick Miller, History
Alfred Alfonso Moss, Jr., History
David Lee Moyer, History
James Neaylon, History
JoAnn Louise Neumeister, Psychology
Karen Marie Norum, Sociology and Anthropology
James Kaiser Oppenheimer, Philosophy
Constance Ruth Pardue, Music
Milan Stanley Pelouch, Physics
Mary Anne Pickett, English
Rogers H. Piercy, Sociology and Anthropology
Paula Nikki Polites, International Relations
Julia Grace Price, English
Scott W. Rahn, Economics
Sarah Beth Raht, Sociology and Anthropology
Andrew Pierce Raymond, History
Jan Brutus Reitman, Mathematics
Merrill Suydam Rench, Psychology
Kathleen Anne Retz, English
Dianne Elayne Rhea, Biology
Richard Anderson Roberts, International Relations
Kenneth Hamilton Roehrs, English
Anne Louise Sanford, Government
Noel Felix Savignac, Biology
John Morton Sawyer, Government
William Howell Sawyer, Physics
John William Scallan, Jr., English
Stephen Wayne Scheetz, Economics
W. Robert Schmidt, Economics
Margaret Ann Schultz, Physics
Helga Ruth Seeliger, Russian
Melvin G. Shook, History
Cheryl Lea Soult, English
Irene Tomisina Stacy, Sociology and Anthropology
Arthur John Svejda, Jr., Biology
Steven Carl Sylvester, Physics
Stuart Tenney, Government
William Hayes Thies, Biology
Sarah Jane Thompson, Dramatic Art
Dale Eavenson Tipton, Sociology and Anthropology
Paul Van Deusen, Jr., English
Christina Van Riper, English
Martha Ann VanSickle, English
Lawrence Richard Vaughn, History
Ruth Voobus, History
Valerie Vreeland, Biology
Anita Jane Waser, Sociology and Anthropology
Jacquelyn Lee Wassmer, English
Richard Gilbert Watson, History
James Grant Watt, Chemistry
Paula Anne Wesley, English
Curtis Harvey White, Mathematics
Deborah Hinton White, English
Peter DeHaven Wood, History
Peregrine Wroth, English

Bachelor of Arts in Business Administration

Darrel Merton Bader
Edward Ellis Beaudoin
Alan James Kennedy
James A. Nash







Honors and Awards, 1965

The Alumni Recognition Awards

Alben F. Bates, '10 — Gordon H. Campbell, '02
Richard P. Gripe, '40 — Donald J. Hart, '38
Mary Longbrake, '35

Graduation With Honors

Dorothy Elaine Ellesin, Gay Parker Ginsberg, Art History
Jean Fincher, Dianne Elayne Rhea, Valerie Vreeland, Biology
Brian Hall Guck, Nancy E. Lattimore, W. Robert Schmidt, Economics
Astrid Aagaard, Kathleen Anne Retz, Deborah Winton White, English
Alfred Alfonso Moss, Jr., Ruth Voobus, History
William Howell Sawyer, Steven Carl Sylvester, Physics
George David Gruendel, Psychology
Lynne Bereathe Kulieke, Spanish
Jacqueline Wallen, Sociology and Anthropology

Graduation With Special Honors in Senior Thesis

David Allen, *Anatomy of the Instinct Controversy*
Florence Amzallag, *Carmen Bravo-Villasante—Mujer y Biografa*
G. David Gruendel, *Social Reinforcement in Animals*
Richard N. Janick, *Frank Lloyd Wright and the Skyscraper*
David Morgan, *The Effects of Luminance and Position Upon Onset and Offset Reaction Time*
Kathleen A. Retz, *The Fell of Dark: A Study of Hopkins' Sonnets of Desolation*
William H. Sawyer, *The Production of Negative Hydrogen Ions from H (2s) Atoms on Target Gasses*
Jacqueline Wallen, *Arthur Koestler, 1930–1950: A Case Study of the Political Behavior of the Intellectual*

Phi Beta Kappa, Theta Chapter of Illinois

Members Elected in Junior Year—Jean Fincher, Milan Stanley Pelouch, Valerie Vreeland

Members Elected in Senior Year—Astrid Aagaard, Ford Ballantyne III, Nancy Ann Buczynski, Dorothy Elaine Ellesin, Emily Viola Gottlieb, George David Gruendel, Lynne Bereathe Kulieke, Nancy E. Lattimore, Kathleen Anne Retz, Dianne Elayne Rhea, Margaret Ann Schultz, Helga Ruth Seeliger, James Grant Watt

Elected As Alumni Members—Elizabeth Gordon Andrews '01, Robert King Hall '34, Gertrude Loop Woodward '17

Patterson Scholars—*Seniors:* Brian H. Guck, Alfred A. Moss, Scott W. Rahn, Richard Roberts, John M. Sawyer, W. Robert Schmidt; *Juniors:* Eileen M. Bonner, Kristin

Cedarquist, Jane Grannis, W. A. B. MacPhail, Dorothy Marquardt, Stanley W. Morten, Timothy K. Nenninger, Rita J. Sieman, Ruth Voobus; *Sophomores:* Roger J. Becker, Janice Bruckner, Janet E. Hurd, Edward B. Janus, Kristina A. Kidera, Sally I. Lear, Sherry A. Lear, Leatrice Levine, Alice Loverde, Martin P. Martinelli, Mary J. McCall, Karen A. Peterson, Christopher Pilotti, Helen Ross, Janet Stevenson, Irene E. Terhune, Janet L. Van Scoy, Elizabeth Wally, Linda G. Young, Ildiko J. Zoltani; ***Freshmen:*** Katherine G. Barr, Peter J. Brecher, Richard C. French, Joan C. Grady, Roger P. Kirman, Steven M. Meyers, Kenneth E. Mills, Sigrid E. Nickelsen, Constance J. Potts, Barbara Rubenstein, Charlene Sloan, Shirley A. Worth

Phi Eta Sigma—Peter J. Brecher, Richard C. French, Steven M. Meyer, Kenneth E. Mills

The Digamma Alpha Upsilon Freshman Award—William Shepard

The Tau Kappa Epsilon Freshman Award for Excellence—Steven M. Meyers, Richard C. French

The Chemistry Achievement Award—Albert L. Dessertine, Steven M. Meyers

The Emma O. Haas Memorial Awards for Merit in Scholarship—Milan S. Pelouch '65, Andrew G. Janover '66, Barbara Lozar '67

The Fredericka L. Stahl Memorial Award for Excellence in Science—Milan S. Pelouch '65

The Sterling Price Williams Prize for Merit and Promise—George David Gruendel

The Warren A. Peterson Memorial Award in Business—W. Robert Schmidt

The Scott Award in Religion—Jane E. Berlin '65

The MacPherson Prizes—Mrs. Betsy K. Fuller '66, Dramatic Art; Astrid Aagaard '65, Kathleen Retz '65, English; Lynne B. Kulieke '65, Helga Seeliger '65, Foreign Languages

The Scholarship Plaque—Astrid Aagaard '65, Kathleen Retz '65, Barbara Lozar '67, Kristina Kidera '67, Helen Ross '67, Joan C. Grady '68

Cultura Hispanica Honorary Diplomas—Florence Amzallag '65, Lynne B. Kulieke '65

The Letterman's Plaque—Kenneth Jankauskas '65, John H. Walker '66, Philip Coonley '67, William Shepard '68

Iron Key—W. Claiborne Hyland '66, Andrew G. Janover '66, Phillip C. Johnson '65, Michael B. Mackie '66, W. A. B. MacPhail '66, Richard J. Maiman '67, Alfred A. Moss '65, Pliny Norcross '66, Irving C. Perry '65, George A. Reich '66, W. Robert Schmidt '65, John H. Walker '66, Honorary—Professor Donald E. Bartlett

Kappa Alpha—Martha Alderman '66, Linda C. Arnold '66, Katherine G. Barr '68, Alice E. Foster '66, Sara J. John '66, Marian Higginbotham '66, Charlene E. Sloan '68

The IFC Scholarship Trophy—Digamma Alpha Upsilon, Tau Kappa Epsilon, Phi Pi Epsilon

The ISC Scholarship Plaque and Trophy—Tau Delta Theta

Senior Class Great Teaching Award—Professor Robert J. Steamer

Summary of Enrollment, 1965–66

DAY SESSION

FALL TERM

	Men	*Women*	*Total*
Senior	111	81	192
Junior	187	121	308
Sophomore	171	163	334
Freshman	177	180	357
Unclassified	7	38	45
Auditor	3	5	8
Abroad	4	10	14
Operation Opportunity	13	11	24
	673	609	1282

SPRING TERM

	Men	*Women*	*Total*
Senior	132	101	233
Junior	163	123	286
Sophomore	149	153	302
Freshman	156	155	311
Unclassified	9	25	34
Auditor	0	1	1
Operation Opportunity	12	12	24
	621	571	1191

WINTER TERM

	Men	*Women*	*Total*
Senior	123	101	224
Junior	165	116	281
Sophomore	164	154	318
Freshman	170	173	343
Unclassified	6	21	27
Auditor	2	5	7
Operation Opportunity	13	10	23
	643	580	1223

TOTAL ENROLLMENT, 1965–66

	Men	*Women*	*Total*
Senior	117	89	206
Junior	194	132	326
Sophomore	188	172	360
Freshman	187	188	375
Unclassified	12	51	63
Auditor	4	9	13
Operation Opportunity	13	11	24
Summer Session	244	209	453
GROSS TOTALS	959	861	1820
Less Duplicates	—155	— 91	— 246
NET TOTAL	804	770	1574

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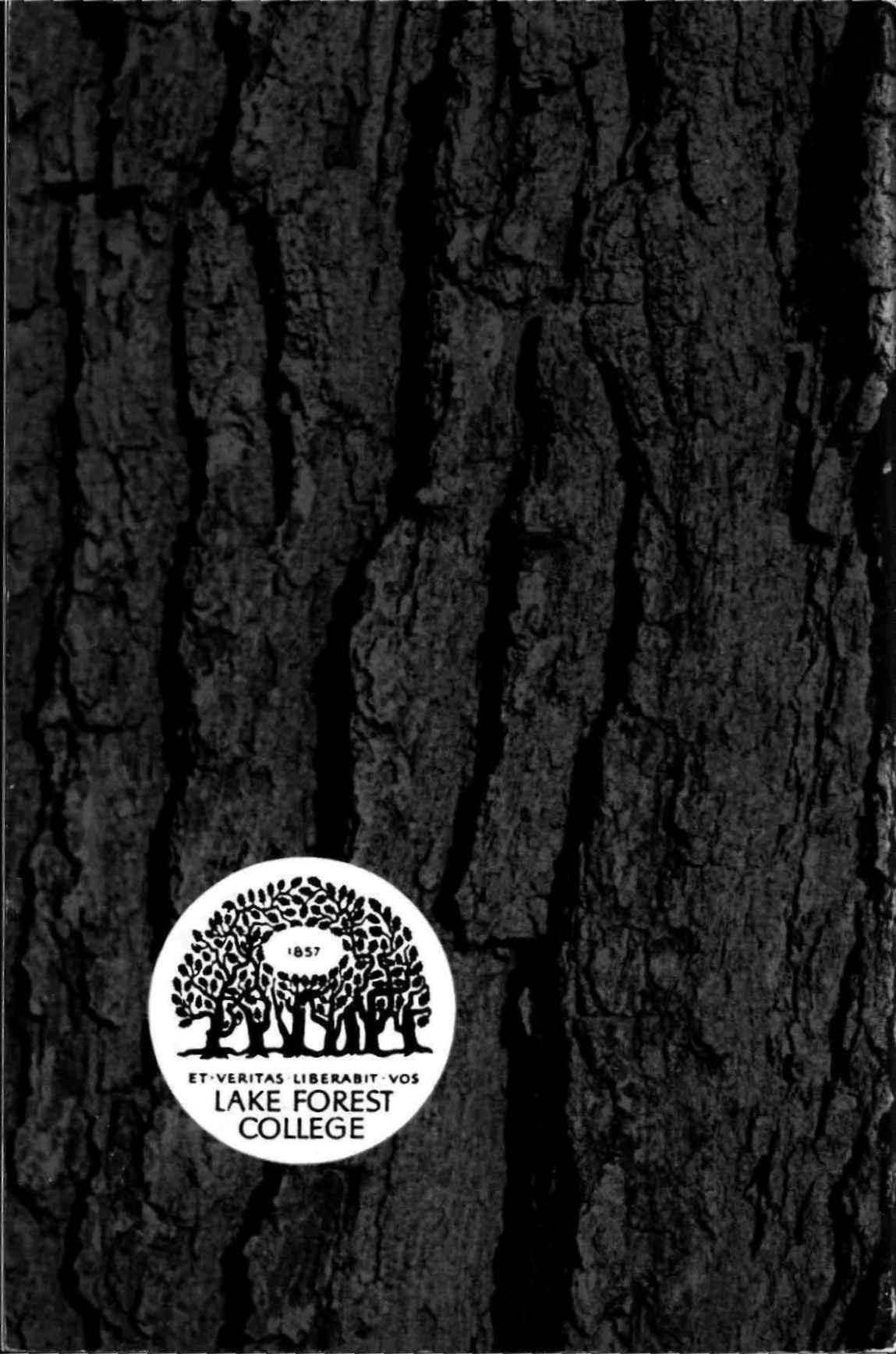
1857
ET·VERITAS·LIBERABIT·VOS
LAKE FOREST
COLLEGE